

Statistical Data

2017 – 2018

School of Education

**Southern Nazarene
University**

Fall 2018

SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF EDUCATION
ASSESSMENT DATA
2017-2018

This document was composed in concordance with the assessment plan set forth by the School of Education, the Office of Teacher Preparation at Southern Nazarene University. The purpose of this document is to provide statistical evidence in regards to the training of teacher candidates at Southern Nazarene University. It is a quantitative document and should be viewed as a portion of the “picture” and not the total “picture” of the training process. Data for this purpose has been collected since Fall 2000. In the majority of situations data is listed within a three (3) year period or a three (3) semester period, focusing on the 2017-2018 year data. State testing data represents only those teacher candidates that were identified with Southern Nazarene University and only the teacher candidate’s first attempt at any one test. It should be noted that several of the individual data charts do not contain a sample size large enough to draw statistical conclusions. It also should be noted that state testing data is not listed if no tests were taken in 2017-2018.

The School of Educations Assessment plan is to provide each certificate area with annual statistics that would include baseline data and all data collected between accreditation visits. This data is also listed in the University’s data collection program, TracDat. The appropriate data will also be sent to the Director of General Education, Southern Nazarene University. Please review the enclosed data with the appropriate school, department or council. If any school, department faculty makes changes based upon this data, please document and send a copy to the Office of Teacher Preparation. This documentation is a vital part of the Teacher Preparation Assessment plan.

Submitted by,

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Professor
School of Education
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OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

**Admission Interview Data
Spring 2017 / Fall 2017/ Spring 2018**

Criteria	Spring 2017 (n=13)	Fall 2017 (n=11)	Spring 2018 (n=28)	Composite (n=52)
Learner Development	2.04	2.46	2.25	2.25
Learner Development: Diversity	2.21	2.23	2.29	2.24
Learner Development: Readiness to Learn	2.18	2.69	2.18	2.35
Learner Development: Language and Culture	2.18	2.69	2.21	2.36
Learner Differences: Approaches to Learning	2.14	2.54	2.25	2.31
Learner Differences: Emotional Needs	2.14	2.92	2.36	2.47
Learner Differences: Language Acquisition	2.11	2.77	2.14	2.34
Learner Differences: Family and Community	2.07	2.54	2.32	2.31
Learner Differences: Diverse Values	2.11	2.85	2.25	2.40
Planning Instruction: Technology	2.11	2.77	2.54	2.47
Technology: Strategies	2.11	2.69	2.50	2.43
Demeanor	2.07	2.69	2.61	2.46
Reason for Teaching	2.46	3.00	3.89	3.12
Purpose for Public Education	2.36	3.00	3.75	3.04
Average Rating	2.38 SD =.116	2.69 SD =.213	2.40 SD =.540	2.49 SD =.126

Rating Scale:
Target - 3 pts.
Acceptable - 2 pts.
Unacceptable - 1 pt.

Target = 67-75 pts.; 90-100%
Acceptable = 52-66 pts.; 70-89%
Unacceptable = 51 pts. and below

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Philosophy of Education - ED 2111

Criteria	2015-16	2016-17	2017-18
Purpose of education	4.46	4.62	5.00
Role of the teacher	4.58	4.88	4.75
Learning theories	4.24	3.49	4.75
Purpose of curriculum	4.17	4.10	4.75
Type of assessment	4.12	3.88	4.75
School and family relationships	4.32	4.00	4.75
SNU Educator Preparation Mission Statement		4.37	4.67
Mechanics	4.92	3.61	5.00
Overall	4.40	4.12	4.80

Philosophy of Education - Student Teaching

Criteria	2015-16	2016-17	2017-18
Purpose of education	3.71	2.08	2.52
Role of the teacher	4.65	2.85	2.90
Learning theories	2.41	2.06	2.45
Purpose of curriculum	3.82	2.53	2.59
Type of assessment	4.18	2.49	2.86
School and family relationships	4.29	2.71	2.86
SNU Educator Preparation Mission Statement		2.47	2.45
Mechanics	2.94	2.23	2.03
Overall	3.10	2.43	2.58

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CONCEPTUAL FRAMEWORK

Aggregate Data
Disaggregated by Program

CRITERIA	Program	Spring 2017	Fall 2017	Spring 2018
Christian Base	FOUNDATIONS OF EDUCATION	2.76	2.92	2.76
	STUDENT TEACHERS AGGREGATE DATA	2.86	3.00	3.00
	Early Childhood			
	Elementary		3.00	3.00
	HPER			3.00
	Math			3.00
	Music			3.00
	Social Studies		2.00	3.00
General Education	FOUNDATIONS OF EDUCATION	2.76	2.83	2.62
	STUDENT TEACHERS AGGREGATE DATA	2.86	2.86	2.94
	Early Childhood			
	Elementary		2.86	3.00
	HPER			3.00
	Math			3.00
	Music			3.00
	Social Studies		2.00	2.67
Specialization Courses	FOUNDATIONS OF EDUCATION	2.56	2.75	2.48
	STUDENT TEACHERS AGGREGATE DATA	2.86	2.86	2.94
	Early Childhood			
	Elementary		2.86	2.80
	HPER			3.00
	Math			3.00
	Music			3.00
	Social Studies		2.00	3.00

Profession Education Courses	FOUNDATIONS OF EDUCATION	2.56	2.75	2.41
	STUDENT TEACHERS AGGREGATE DATA	2.86	2.86	2.94
	Early Childhood			
	Elementary		2.86	3.00
	HPER			2.67
	Math			3.00
	Music			3.00
	Social Studies		2.00	3.00
Learner & Learning: Learner Development	FOUNDATIONS OF EDUCATION	2.12	2.83	2.55
	STUDENT TEACHERS AGGREGATE DATA	2.14	2.29	2.76
	Early Childhood			
	Elementary		2.29	2.60
	HPER			2.33
	Math			3.00
	Music			3.00
	Social Studies		2.00	3.00
Learner & Learning: Learning Differences	FOUNDATIONS OF EDUCATION	2.32	2.67	2.59
	STUDENT TEACHERS AGGREGATE DATA	2.57	2.43	2.65
	Early Childhood			
	Elementary		2.43	2.20
	HPER			3.00
	Math			3.00
	Music			2.50
	Social Studies		2.00	3.00
Learner & Learning: Learning Environment (INTASC 3)	FOUNDATIONS OF EDUCATION	2.56	2.83	2.59
	STUDENT TEACHERS AGGREGATE DATA	2.86	2.71	2.88
	Early Childhood			
	Elementary		2.71	2.60
	HPER			3.00
	Math			3.00
	Music			3.00

	Social Studies		2.00	3.00
Content Knowledge (INTASC 4)	FOUNDATIONS OF EDUCATION	2.07	2.67	2.63
	STUDENT TEACHERS AGGREGATE DATA	2.83	2.86	2.88
	Early Childhood			
	Elementary		2.86	2.80
	HPER			2.67
	Math			3.00
	Music			3.00
	Social Studies		2.00	3.00
Application of Content (INTASC 5)	FOUNDATIONS OF EDUCATION	2.32	2.75	2.50
	STUDENT TEACHERS AGGREGATE DATA	2.71	2.14	2.71
	Early Childhood			
	Elementary		2.14	2.40
	HPER			2.33
	Math			3.00
	Music			3.00
	Social Studies		2.00	3.00
Instructional Practice: Assessment (INTASC 6)	FOUNDATIONS OF EDUCATION	2.24	2.83	2.36
	STUDENT TEACHERS AGGREGATE DATA	2.71	2.29	2.53
	Early Childhood			
	Elementary		2.29	2.40
	HPER			1.67
	Math			3.00
	Music			2.75
	Social Studies		2.00	3.00
Instructional Practice: Planning for Instruction (INTASC 7)	FOUNDATIONS OF EDUCATION	2.04	2.58	2.52
	STUDENT TEACHERS AGGREGATE DATA	2.71	2.29	2.76
	Early Childhood			
	Elementary		2.29	3.00
	HPER			2.00
	Math			3.00

	Music			2.75
	Social Studies		2.00	3.00
Instructional Practice: Instructional Strategies (INTASC 8)	FOUNDATIONS OF EDUCATION	2.32	2.83	2.48
	STUDENT TEACHERS AGGREGATE DATA	3.00	2.43	2.71
	Early Childhood			
	Elementary		2.43	2.40
	HPER			2.33
	Math			3.00
	Music			3.00
	Social Studies		2.00	3.00
Professional Learning and Ethical Practices (INTASC 9)	FOUNDATIONS OF EDUCATION	2.13	2.58	2.52
	STUDENT TEACHERS AGGREGATE DATA	3.00	2.00	2.59
	Early Childhood			
	Elementary		2.00	2.60
	HPER			1.67
	Math			3.00
	Music			3.00
	Social Studies		2.00	2.67
Leadership and Collaboration (INTASC 10)	FOUNDATIONS OF EDUCATION	1.96	2.67	2.49
	STUDENT TEACHERS AGGREGATE DATA	2.57	2.29	2.53
	Early Childhood			
	Elementary		2.29	2.20
	HPER			2.33
	Math			2.50
	Music			3.00
	Social Studies		2.00	2.67
Technology	FOUNDATIONS OF EDUCATION	2.52	3.00	2.55
	STUDENT TEACHERS AGGREGATE DATA	2.86	2.86	2.76
	Early Childhood			
	Elementary		2.86	2.20
	HPER			3.00

	Math			3.00
	Music			3.00
	Social Studies		2.00	2.67
All students can learn	FOUNDATIONS OF EDUCATION	2.90	2.58	2.24
	STUDENT TEACHERS AGGREGATE DATA	2.50	1.29	2.18
	Early Childhood			
	Elementary		1.29	1.00
	HPER			2.00
	Math			3.00
	Music			3.00
	Social Studies		2.00	2.67
Mechanics	FOUNDATIONS OF EDUCATION	1.96	3.00	2.69
	STUDENT TEACHERS AGGREGATE DATA	2.29	1.29	1.71
	Early Childhood			
	Elementary		1.29	1.00
	HPER			2.33
	Math			2.00
	Music			2.00
	Social Studies		2.00	1.67

Rating Scale: Target =3 pts. / Acceptable =2 pts. / Unacceptable =1 pt.

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Spring 2017 / Fall 2017 / Spring 201**GPA / Gender / Ethnicity**

Candidate Major GPA			GENDER						ETHNICITY														
Cohort #5	Cohort #6	Cohort #7	M	F	M	F	M	F	Hispanic			American Indian			Asian			African American			Caucasian		
Spr. 17	Fa. 17	Spr. 18	Spr. 17		Fall 17		Spr. 18		Spr. 17	Fa. 17	Spr. 18	Spr. 17	Fa. 17	Spr. 18	Spr. 17	Fa. 17	Spr. 18	Spr. 17	Fa. 17	Spr. 18			
EC 3.84	EE 3.69	EC 3.45		X		X		X											X	X	X		
EC 3.73	EE 3.55	EC 3.36		X		X		X				X								X	X		
EC 2.92	EE 3.71	EC 4.00		X		X		X											X	X	X		
EE 2.70	EE 3.66	EC 3.54		X		X		X		X									X		X		
EE 3.43	SS 3.05	EE 3.72		X	X			X									X		X		X		
EE 3.24	SS 3.65	EE 2.79		X	X			X											X	X	X		
EE 3.54	SS 2.95	EE 3.96		X		X		X											X	X	X		
EE 3.70	MATH 3.15	EE 3.15		X	X			X		X									X		X		
EE 3.76	PE 3.43	EE 3.29		X	X			X											X	X	X		
EE 3.03	M 3.62	EE 3.86		X		X		X											X	X	X		
EE 3.42	M 3.51	MATH3 .91		X	X		X												X	X	X		
EE 3.38		M 3.37		X			X												X		X		
SS 2.57		M 3.73	X				X						X						X				
M 3.98		M 3.53		X				X			X								X				
M 3.73		PE 3.18		X			X							X							X		

[illegible]

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Electronic Portfolio #1
Spring 2017 / Fall 2017 / Spring 2018

Criteria	Spring 2017 (n=28)	Fall 2017 (n=13)	Spring 2018 (n=28)	Composite (n=41)
Conceptual Framework Essay (ED 2162) <i>Cognitive, linguistic, social, emotional, and physical development of students)</i>	2.54	2.77	2.68	2.66
Observation Reflection Form I A (ED 2111) <i>(Modifications for ELL, gifted, and other special needs)</i>	2.04	2.46	2.93	2.48
Observation Reflection Form I B (ED 2162) <i>(Modifications for ELL, gifted, and other special needs)</i>	3.00	2.85	2.86	2.90
Observation Reflection Form I A (ED 2111) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	2.07	2.46	2.93	2.49
Observation Reflection Form I B (ED 2162) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	3.00	2.85	2.83	2.89
Observation Reflection Form I A (ED 2111) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	2.14	2.46	2.93	2.51
Observation Reflection Form I B (ED 2162) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	3.00	2.85	2.86	2.90
Philosophy of Ed (ED 2162) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)</i>	2.43	2.85	2.71	2.66
Conceptual Essay (ED 2162) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)</i>	2.50	2.77	2.86	2.71
All SNU Reflection Forms in Portfolio <i>All SNU Reflection Forms in Portfolio (Adaptations for communities; adaptations to meet needs of all learners)</i>	3.00	2.92	2.82	2.91
Evidence of volunteer project	2.93	3.00	2.96	2.96
Overall Average Rating	2.60 SD =.400	2.75 SD =.196	2.85 SD = .090	2.73 SD = .188

Rating Scale:

Target - 3 pts. (On the Portfolio #1 rubric, there is a description of
Acceptable - 2 pts. what is expected in order to receive a Target,
Unacceptable - 1 pt. Acceptable or Unacceptable rating.)

Target = 27-33 pts.; 90-100%
Acceptable = 23-26 pts.; 70-89%
Unacceptable = 22 pts. and below

Validity was established through content validity. Reliability was internal reliability.

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Electronic Portfolio #1
Disaggregate by Program
Fall 2016 / Spring 2017 / Fall 2017

Scale: Target = 3, Acceptable = 2, Unacceptable = 1

CRITERIA	Program	Spring 2017	Fall 2017	Spring 2018
Conceptual Framework Essay (ED 2162) <i>Cognitive, linguistic, social, emotional, and physical development of students</i>	Early Childhood	2.25 (n=4)	3.00 (n=2)	2.50 (n=4)
	Elementary	2.88 (n=16)	2.50 (n=2)	2.78 (n=9)
	English	3.00 (n=1)		
	HPER	1.00 (n=1)	2.50 (n=2)	2.00 (n=2)
	Math	3.00 (n=1)	3.00 (n=2)	3.00 (n=1)
	Music		2.67 (n=3)	2.67 (n=3)
	Science		3.00 (n=1)	
	Social Studies	2.00 (n=5)		2.78 (n=9)
Observation Reflection Form I A (ED 2111) <i>(Modifications for ELL, gifted, and other special needs)</i>	Early Childhood	2.00	2.00	2.75
	Elementary	2.00	2.50	2.89
	English	2.00		
	HPER	3.00	3.00	2.00
	Math	2.00	2.00	3.00
	Music		2.67	2.67
	Science		2.00	
	Social Studies	2.00		3.00
Observation Reflection Form I B (ED 2162) <i>(Modifications for ELL, gifted, and other special needs)</i>	Early Childhood	3.00	3.00	2.75
	Elementary	3.00	3.00	2.89
	English	3.00		
	HPER	3.00	2.00	2.00
	Math	3.00	3.00	3.00
	Music		3.00	2.67
	Science		3.00	
	Social Studies	3.00		3.00

Observation Reflection Form I A (ED 2111) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	Early Childhood	2.00	2.00	2.75
	Elementary	2.33	2.00	3.00
	English	2.00	2.00	
	HPER	3.00	3.00	2.50
	Math		2.00	3.00
	Music	2.25		3.00
	Science		3.00	
	Social Studies	2.00	2.20	3.00
Observation Reflection Form I B (ED 2162) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	Early Childhood	3.00	3.00	2.75
	Elementary	2.56	3.00	3.00
	English	3.00	3.00	
	HPER	3.00	3.00	2.50
	Math		3.00	3.00
	Music	3.00		2.33
	Science		2.00	
	Social Studies	2.50	3.00	3.00
Observation Reflection Form I A (ED 2111) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	Early Childhood	2.00	2.00	2.75
	Elementary	2.33	2.13	3.00
	English	2.00	2.00	
	HPER	3.00	3.00	2.50
	Math		2.00	3.00
	Music	2.25		3.00
	Science		3.00	
	Social Studies	2.00	2.20	3.00
Observation Reflection Form I B (ED 2162) <i>(Reflection on diverse cultures and inclusive learning environment)</i>	Early Childhood	3.00	3.00	2.75
	Elementary	2.56	3.00	3.00
	English	3.00	3.00	
	HPER	3.00	3.00	2.50
	Math		3.00	3.00
	Music	3.00		2.33
	Science		3.00	
	Social Studies	2.50	3.00	3.00

Philosophy of Ed (ED 2162) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)</i>	Early Childhood	2.25	3.00	2.75
	Elementary	2.50	3.00	2.67
	English	3.00		
	HPER	1.00	2.50	2.50
	Math	3.00	3.00	3.00
	Music		2.67	3.00
	Science		3.00	
	Social Studies	2.40		2.67
Conceptual Essay (ED 2162) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge; Application of ISTE Standards)</i>	Early Childhood	2.25	3.00	2.75
	Elementary	2.75	2.50	3.00
	English	3.00		
	HPER	1.00	2.50	2.50
	Math		3.00	3.00
	Music	3.00	2.67	2.33
	Science		3.00	
	Social Studies	2.00		3.00

All SNU Reflection Forms in Portfolio <i>All SNU Reflection Forms in Portfolio (Adaptations for communities; adaptations to meet needs of all learners)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.89
	English	3.00		
	HPER	3.00	2.50	2.50
	Math	3.00	3.00	3.00
	Music		3.00	2.33
	Science		3.00	
	Social Studies	3.00		2.89

Evidence of volunteer project	Early Childhood	2.75	3.00	3.00
	Elementary	2.94	3.00	3.00
	English	3.00		
	HPER	3.00	3.00	2.50
	Math	3.00	3.00	3.00
	Music		3.00	3.00
	Science		3.00	
	Social Studies	3.00		3.00

Overall Average Rating	Early Childhood	2.50 SD =.447 (n=4)	2.73 SD =.467 (n=2)	2.77 SD =.134 (n=4)
	Elementary	2.65 SD =.421 (n=16)	2.77 SD =.261 (n=2)	2.92 SD =.112 (n=9)
	English	2.65 SD =.421 (n=1)		
	HPER	2.45 SD =.934 (n=1)	2.55 SD =.416 (n=2)	2.36 SD =.233 (n=2)
	Math	2.73 SD =.467 (n=1)	2.73 SD =.467 (n=2)	3.00 SD =.000 (n=1)
	Music		2.82 SD =.172 (n=3)	2.67 SD =.298 (n=3)
	Science		2.72 SD= (n=1)	
	Social Studies	2.53 SD =.467 (n=5)	2.73 SD =.467 (n=1)	2.98 SD =.115 (n=9)

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Field Observation Evaluations:

Introduction To Education (1A) & Foundations of Education (1B)

Each of these observations are completed by the teacher that received the SNU student observer.

Three point scale: Target = 3, Acceptable = 2, Unacceptable = 1.

Introduction To Education (1A) Criteria Students enrolled in this course are normally first semester Freshman.	2016-17 (n=40)	2016-17 (n=40)	2017-18 (n=40)
Dependability	2.83	2.83	2.83
Enthusiasm	2.43	2.43	2.43
Courtesy	2.85	2.85	2.85
Initiative	2.50	2.50	2.50
Grooming	2.65	2.65	2.65
Relationship to Students	2.87	2.87	2.87
Relationship to Cooperating Teacher	2.79	2.79	2.79

Three point scale: Target = 3, Acceptable = 2, Unacceptable = 1.

Foundations of Education (1B) Criteria Students enrolled in this course are required to have a minimum of 24 hours.	2015-16 (n=21)	2016-17 (n=24)	2017-18 (n=24)
Dependability	2.86	2.71	2.71
Enthusiasm	2.48	2.42	2.42
Courtesy	2.86	2.83	2.83
Initiative	2.40	2.58	2.58
Grooming	2.67	2.79	2.79
Relationship to Students	2.90	3.00	3.00
Relationship to Cooperating Teacher	2.81	2.88	2.88

These areas / criteria have historically been the two areas that score the lowest.

SCALE:
 Target = 2.70 - 3.00
 Acceptable = 2.10 - 2.69
 Unacceptable = 1.00 - 2.09

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School of Education
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Electronic Portfolio #2
Fall 2016 / Spring 2017 / Fall 2017

*There are 3 possible points for each required artifact placed in the portfolio.
Validity was established through content validity. Reliability was internal reliability.

Criteria	Spring 2017 (n=13)	Fall 2017 (n=23)	Spring 2018 (n=11)	Composite (n=47)
PDM TWS (ED 4273) (Modifications for EL, gifted, and other special needs)	3.00	2.96	2.64	2.87
Integrated Unit from Major (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs))	2.85	2.91	2.73	2.83
Documentation of First Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)	3.00	2.91	2.82	2.91
Documentation of Second Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)	2.54	2.78	2.82	2.71
Ed Psychology Case Study (ED 3223) (Reflect on cognitive, social, emotional, physical, linguistic growth inside and outside of school)	2.69	2.78	2.45	2.64
Documentation of First Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)	2.77	2.91	2.82	2.83
Documentation of Second Field Experience (Evidence of meeting needs of diverse cultures)	3.00	2.96	2.82	2.93
Integrated Unit from Major (Lesson plans with modifications)	3.00	2.96	2.73	2.90
PDM TWS (ED 4273) (Lesson plans with modifications; Technology piece)	3.00	2.96	2.64	2.87
PDM TWS (ED 4273) (Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)	2.85	2.91	2.64	2.80
PDM TWS (ED 4273) (Multi-modal presentation)	3.00	2.96	2.64	2.87
Integrated Unit from Major (Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)	2.62	2.87	2.73	2.74
PDM TWS (ED 4273) ((Assessment plan)	3.00	2.96	2.64	2.87

Integrated Unit from Major (<i>Documentation of integration and reflection on community context</i>)	3.00	2.87	2.73	2.87
PDM TWS (ED 4273) (<i>Documentation of integration and reflection on community context</i>)	2.88	2.91	2.64	2.81
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio (<i>Adaptations for communities; adaptations to meet needs of all learners</i>)	3.00	2.96	3.00	2.99
Overall Average Rating	2.85 SD =.155	2.91 SD =.060	2.72 SD =.124	2.84 SD =.085

Rating Scale:

Target - 3 pts. (On the Portfolio #2 rubric, there is a description of
 Acceptable - 2 pts. what is expected in order to receive a Target,
 Unacceptable - 1 pt. Acceptable or Unacceptable rating.)

Target = 43-48 pts.; 90-100%
 Acceptable = 33-42 pts.; 70-89%
 Unacceptable = 32 pts. and below

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Electronic Portfolio #2
Disaggregate by Program
Fall 2016 / Spring 2017 / Fall 2017

CRITERIA	Program	Spring 2017	Fall 2017	Spring 2018
PDM TWS (ED 4273) (Modifications for ELL, gifted, and other special needs)	Early Childhood	3.00 (n=3)	3.00 (n=5)	3.00 (n=4)
	Elementary	3.00 (n=9)	3.00 (n=4)	2.67 (n=3)
	English			
	HPER		3.00 (n=4)	2.00 (n=1)
	Math	3.00 (n=1)	2.00 (n=1)	
	Music		3.00 (n=4)	2.33 (n=3)
	Science			
	Social Studies		3.00 (n=5)	
Integrated Unit from Major (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)	Early Childhood	3.00	3.00	3.00
	Elementary	2.78	2.75	2.67
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.67
	Science			
	Social Studies		3.00	
Documentation of First Field Experience (Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)	Early Childhood	3.00	2.80	3.00
	Elementary	3.00	2.50	3.00
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.67
	Science			
	Social Studies		2.80	

Documentation of Second Field Experience <i>(Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)</i>	Early Childhood	2.33	2.80	3.00
	Elementary	2.56	2.50	3.00
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.67
	Science			
	Social Studies		2.80	
Ed Psychology Case Study (ED 3223) <i>(Reflect on cognitive, social, emotional, physical, linguistic growth inside and outside of school)</i>	Early Childhood	2.33	2.80	2.50
	Elementary	2.78	2.75	2.67
	English			
	HPER		3.00	3.00
	Math	3.00	3.00	
	Music		3.00	2.00
	Science			
	Social Studies		3.00	
Documentation of First Field Experience <i>(Age-appropriate tasks; Bloom's tasks; Reference to Gardner's MI; Modifications for ELL, gifted, and other special needs)</i>	Early Childhood	3.00	2.80	3.00
	Elementary	2.67	2.67	3.00
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.67
	Science			
	Social Studies		2.80	
Documentation of Second Field Experience <i>(Evidence of meeting needs of diverse cultures)</i>	Early Childhood	3.00	2.80	3.00
	Elementary	3.00	2.67	3.00
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.67
	Science			
	Social Studies		2.80	

Integrated Unit from Major <i>(Lesson plans with modifications)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	2.75	2.67
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.67
	Science			
	Social Studies		3.00	
PDM TWS (ED 4273) <i>(Lesson plans with modifications; Technology piece)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.67
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.33
	Science			
	Social Studies		3.00	
PDM TWS (ED 4273) <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.67
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.33
	Science			
	Social Studies		3.00	
Technology from PDM (ED 4273) <i>(Multi-modal presentation)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.67
	English			
	HPER		2.75	2.00
	Math	3.00	3.00	
	Music		3.00	2.33
	Science			
	Social Studies		3.00	

Integrated Unit from Major <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons))</i>	Early Childhood	3.00	3.00	3.00
	Elementary	2.78	2.75	2.67
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.67
	Science			
	Social Studies		3.00	
PDM TWS (ED 4273) <i>((Assessment plan)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.67
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.33
	Science			
	Social Studies		3.00	
Integrated Unit from Major <i>(Documentation of integration and reflection on community context)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	2.78	2.75	2.67
	English			
	HPER		2.75	2.00
	Math	3.00	2.00	
	Music		3.00	2.67
	Science			
	Social Studies		3.00	
PDM TWS (ED 4273) <i>(Documentation of integration and reflection on community context)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	3.00	2.67
	English			
	HPER		3.00	2.00
	Math	3.00	2.00	
	Music		3.00	2.33
	Science			
	Social Studies		3.00	

All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio <i>(Adaptations for communities; adaptations to meet needs of all learners)</i>	Early Childhood	3.00	3.00	3.00
	Elementary	3.00	2.75	3.00
	English			
	HPER		3.00	3.00
	Math	3.00	3.00	
	Music		3.00	3.00
	Science			
	Social Studies		3.00	

Overall Average Rating Standard Deviation by Program Number of Participants	Early Childhood	2.90 SD =.243 (n=3)	2.94 SD =.100 (n=4)	3.00 SD =.000 (n=4)
	Elementary	2.90 SD =.152 (n=9)	2.80 SD =.068 (n=4)	2.67 SD =.157 (n=3)
	English			
	HPER		2.97 SD =.085 (n=4)	2.00 SD =.341 (n=1)
	Math	3.00 SD =.000 (n=1)	2.19 SD =.403 (n=1)	
	Music		3.00 SD =.000 (n=4)	2.33 SD =.244 (n=3)
	Science			
	Social Studies		2.93 SD =.124 (n=5)	

Scale: Target = 3 pts
Acceptable = 2 pts.
Unacceptable = 1 pt.

Target = 58-65 pts.; 90-100%
Acceptable = 45-57 pts.; 70-89%
Unacceptable = 44 pts. and below

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**Electronic Portfolio #3
Fall 2017 / Spring 2018**

- There are 3 possible points for each required artifact placed in the portfolio.
- Validity was established through content validity. Reliability was internal reliability.
- The sample size (n) was too small to calculate any statistical significance.

Criteria		Fall 2017 (n=11)	Spring 2018 (n =18)	Composite (n= 29)
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing social, cognitive, physical, linguistic, and emotional needs)</i>		3.00	2.85	2.93
Clinical Experience TWS (ED 4xx5) <i>(Age-appropriate tasks; Blooms tasks; Reference to Gardner's MI; Modifications for EL, gifted, and other special needs)</i>		2.91	2.70	2.81
Clinical Experience TWS (ED 4xx5) <i>(Evidence on meeting needs of diverse cultures)</i>		2.91	2.70	2.81
Diversity Awareness Essay (ED 4710) <i>(Reflection on meeting needs of diverse cultures)</i>		2.91	2.90	2.91
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing needs of diverse cultures)</i>		2.91	2.90	2.91
Clinical Experience TWS (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>		3.00	2.70	2.85
Clinical Experience Part A Evaluation from University Supervisor (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>		2.91	2.65	2.78
Clinical Experience Part A Evaluation from Cooperating Teacher (ED 4xx5) <i>(Different grouping; Teaching strategies)</i> Documentation of Colleague Interaction (ED 4700, Seminar 2)		2.91	2.65	2.78
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)		2.91	3.00	2.96
Diversity Awareness Essay (ED 4710) <i>(Documentation of diverse learning needs)</i>		2.91	2.90	2.91
Clinical Experience TWS (ED 4xx5) <i>(Lesson plans with modifications for diverse learners)</i>		2.91	2.70	2.81

Clinical Experience TWS (ED 4xx5) (Diagram & Description of Classroom) (ED 4xx5)		2.91	2.80	2.86
Clinical Experience TWS (ED 4xx5) (<i>Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student activities</i>)		2.91	2.60	2.76
Video from CE and Self-Evaluation (ED 4700) (<i>Documentation of use of Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons</i>)		3.00	2.45	2.73
Clinical Experience Evaluation Part A from University Supervisor (ED 4700) (<i>Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons</i>)		2.91	2.70	2.81
Clinical Experience Evaluation Part A from Cooperating Teacher (ED 4700) (<i>Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons</i>)		2.91	2.70	2.81
Clinical Experience TWS (ED 4xx5) (<i>Assessment plan</i>)		2.91	2.70	2.81
Clinical Experience TWS (ED 4xx5) (<i>Documentation of integration of content areas and reflection on community context</i>)		2.91	2.70	2.81
Philosophy of Ed (ED 4700, Seminar 1) (<i>Instructional strategies; Higher level thinking skills; Application of knowledge</i>)		3.00	2.65	2.83
Revised Conceptual Essay (ED 4700, Seminar 1) (<i>Instructional strategies; Higher level thinking skills; Application of knowledge</i>)		3.00	2.58	2.79
Clinical Experience TWS (ED 4xx5) (<i>Instructional strategies; Higher level thinking skills; Application of knowledge</i>)		3.00	2.75	2.88
All SNU Reflection Forms in Portfolio All SNU Reflection Forms in Portfolio (<i>Adaptations for communities; adaptations to meet needs of all learners</i>)		2.91	2.90	2.91
Overall Average Rating		2.93 SD =.041	2.74 SD =.135	2.83 SD =.060

Rating Scale:

Target - 3 pts. (On the Portfolio #3 rubric, there is a description of
Acceptable - 2 pts. what is expected in order to receive a Target,
Unacceptable - 1 pt. Acceptable or Unacceptable rating.)

Target = 59-66 pts.; 90-100%
Acceptable = 46-58 pts.; 70-89%
Unacceptable = 45 pts. and below

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Electronic Portfolio #3
Disaggregate by Program
Fall 2017 / Spring 2018

CRITERIA	Program		Fall 2017	Spring 2018
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing needs of diverse cultures)</i>	Early Childhood		3.00 (n=3)	3.00 (n=2)
	Elementary		2.63 (n=8)	2.80 (n=4)
	English			
	HPER			2.67 (n=3)
	Math			2.50 (n=2)
	Music			3.00 (n=3)
	Science			
	Social Studies			3.00 (n=4)
Clinical Experience #1 TWS (ED 4xx5) <i>(Age-appropriate tasks; Blooms tasks; Reference to Gardner's MI; Modifications for EL, gifted, and other special needs)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			1.70
	Science			
	Social Studies			3.00
Clinical Experience #1 TWS (ED 4xx5) <i>(Evidence on meeting needs of diverse cultures)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			1.70
	Science			
	Social Studies			3.00

Diversity Awareness Essay (ED 4710) <i>(Reflection on meeting needs of diverse cultures)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing needs of diverse cultures)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	2.80
	English			
	HPER			2.67
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Clinical Experience TWS (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			1.70
	Science			
	Social Studies			3.00
Clinical Experience #1 Part A Evaluation from University Supervisor (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>	Early Childhood		3.00	2.33
	Elementary		2.88	2.80
	English			
	HPER			2.67
	Math			2.50
	Music			3.00
	Science			
	Social Studies			2.50

Clinical Experience #1 Part A Evaluation from Cooperating Teacher (ED 4xx5) <i>(Different grouping; Teaching strategies)</i> Documentation of Colleague Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	2.33
	Elementary		2.88	2.80
	English			
	HPER			2.67
	Math			2.50
	Music			3.00
	Science			
	Social Studies			2.50
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	3.00
	Elementary		2.88	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Diversity Awareness Essay (ED 4710) <i>(Documentation of diverse learning needs)</i>	Early Childhood		3.00	2.60
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Clinical Experience #1 TWS (ED 4xx5) <i>(Lesson plans with modifications for diverse learners)</i>	Early Childhood		3.00	2.60
	Elementary		3.00	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			1.70
	Science			
	Social Studies			3.00

Clinical Experience #1 TWS (ED 4xx5) (Diagram & Description of Classroom) (ED 4xx5)	Early Childhood		3.00	2.60
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			2.30
	Science			
	Social Studies			3.00
Clinical Experience #1 TWS (ED 4xx5) <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student activities)</i>	Early Childhood		3.00	2.60
	Elementary		2.88	2.60
	English			
	HPER			2.33
	Math			3.00
	Music			2.30
	Science			
	Social Studies			2.50
Video from CE #1 and Self-Evaluation (ED 4700) <i>(Documentation of use of Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons)</i>	Early Childhood		3.00	2.00
	Elementary		2.88	2.00
	English			
	HPER			2.67
	Math			2.50
	Music			3.00
	Science			
	Social Studies			3.00

Clinical Experience #1 Evaluation Part A from University Supervisor (ED 4700) <i>(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)</i>	Early Childhood		3.00	2.60
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			

	Social Studies			2.50
Clinical Experience #1 Evaluation Part A from Cooperating Teacher (ED 4700) <i>(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)</i>	Early Childhood		3.00	2.60
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			2.50
Clinical Experience #1 TWS (ED 4xx5) <i>(Assessment plan)</i>	Early Childhood		3.00	2.60
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			1.70
	Science			
	Social Studies			3.00

Clinical Experience #1 TWS (ED 4xx5) <i>(Documentation of integration of content areas and reflection on community context)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	2.60
	English			
	HPER			3.00
	Math			3.00
	Music			1.7
	Science			
	Social Studies			3.00
Philosophy of Ed (ED 4700, Seminar 1) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>	Early Childhood		3.00	2.67
	Elementary		3.00	2.80
	English			
	HPER			2.67
	Math			2.00
	Music			2.70
	Science			

Revised Conceptual Essay (ED 4700, Seminar 1) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>	Social Studies			2.75
	Early Childhood		3.00	2.67
	Elementary		3.00	2.50
	English			
	HPER			2.67
	Math			2.00
	Music			3.00
	Science			
	Social Studies			2.50

Clinical Experience #1 TWS (ED 4xx5) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	2.80
	English			
	HPER			3.00
	Math			3.00
	Music			1.70
	Science			
	Social Studies			2.50
Clinical Experience #1 TWS (ED 4xx5) <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	2.80
	English			
	HPER			3.00
	Math			3.00
	Music			2.7
	Science			
	Social Studies			3.00

Overall Average Rating	Early Childhood		3.00 SD = .000 (n=3)	2.79 SD = .365 (n=3)
	Elementary		2.90 SD = .077 (n=8)	2.65 SD = .190 (n=4)
	English			
	HPER			2.86 SD = .196 (n=3)
	Math			2.82 SD = .329 (n=2)
	Music			2.48 SD = .593 (n=3)
	Science			
	Social Studies			2.85 SD = .227 (n=4)

Scale: Target = 3 pts.
Acceptable = 2 pts.
Unacceptable = 1 pt.

Target = 63-70 pts.; 90-100%
Acceptable = 49-64 pts.; 70-89%
Unacceptable = 48 pts. and below

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**Electronic Portfolio #4
Fall 2017 / Spring 2018**

There are 3 possible points for each required artifact placed in the portfolio.
Validity was established through content validity. Reliability was internal reliability.

Criteria		Fall 2017 (n=11)	Spring 2018 (n=20)
Clinical Experience #2(ED 4xx5) Two (2) lesson plans <i>(Modifications for special needs)</i>		3.00	2.76
Diversity Awareness Essay (ED 4710) <i>(Reflection on meeting needs of diverse cultures)</i>		3.00	3.00
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing needs of diverse cultures)</i>		1.36	3.00
Clinical Experience #2 - Lesson Plans (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>		2.73	3.00
Clinical Experience #2 - Part A Evaluation from University Supervisor (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>		2.45	3.00
Clinical Experience #2(ED 4xx5) -Part A Evaluation from Cooperating Teacher (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>		3.00	2.90
-Documentation of Colleague Interaction (ED 4700, Seminar 2)		3.00	2.90
Documentation of Parent/Community Interaction (ED 4700, Seminar 2)		3.00	2.81
Diversity Awareness Essay (ED 4710) <i>(Documentation of diverse learning needs)</i>		3.00	2.81
Clinical Experience #2 - (Lesson plans with modifications for diverse learners)		3.00	2.81
Clinical Experience #2 - Lesson Plans <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student lessons and activities)</i>		2.73	2.81

Clinical Experience #2 - Evaluation Part A from University Supervisor (ED 4700) <i>(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)</i>		2.45	2.81
Clinical Experience #2 - Evaluation Part A from Cooperating Teacher (ED 4700) <i>(Use of Bloom's Taxonomy, Gardner's MI, an/or inquiry-based lessons)</i>		2.91	2.81
Clinical Experience #2 - Assessments scored <i>(Assessment plan)</i>		2.55	2.81
Clinical Experience #2 - Lesson Plans		2.91	2.81
Clinical Experience #2 - Demographic of School Setting <i>(Documentation of integration of content areas and reflection on community context)</i>		2.91	2.90
Clinical Experience #2 - Lesson Plans <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>		2.73	3.00
All SNU Reflection Forms in Portfolio <i>(Adaptations for communities; adaptations to meet needs of all learners)</i>		2.91	3.00
Documentation of School/Community Interaction from Clinical Experience #2 <i>(IEP meetings and Parent-Teacher conferences)</i>		2.55	3.00
Documentation of Colleague Interaction Clinical Experience #2 <i>(Team meetings, Faculty meetings, Grade or content-level meetings)</i>		2.91	3.00
Clinical Experience #2 - Self Evaluation of Professional Form A (Seminar III). <i>(Meeting needs of diverse learners)</i>		3.00	3.00
Clinical Experience #2 Evaluation Part A from University Supervisor <i>(Collaboration with families/communities)</i>		2.73	2.97

Clinical Experience #2 Evaluation Part A from Cooperating Teacher <i>(Collaboration with families/communities)</i>		2.45	3.00
Self-Evaluation Form of Videos from Clinical Experience #2 <i>(Changes from video 1 to video 2)</i>		2.91	2.97
All SNU Reflection Forms in Portfolio <i>(Adaptations for communities; adaptations to meet needs of all learners)</i>		3.00	3.00
Overall Average Rating		2.77 SD = .353	2.91 SD = .089

Rating Scale:

Target - 3 pts.
Acceptable - 2 pts.
Unacceptable - 1 pt.

Target = 67-75 pts.; 90-100%
Acceptable = 52-66 pts.; 70-89%
Unacceptable = 51 pts. and below; below 70%

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Electronic Portfolio #4

Disaggregate by Program

Spring 2017 / Fall 2017 / Spring 2018

CRITERIA	Program	Spring 2017	Fall 2017 (n=11)	Spring 2018 (n=21)
Clinical Experience #2(ED 4xx5) Two (2) lesson plans <i>(Modifications for special needs)</i>	Early Childhood		3.00 (n=3)	3.00 (n=3)
	Elementary		3.00 (n=8)	3.00 (n=4)
	English			
	HPER			2.67 (n=3)
	Math			3.00 (n=2)
	Music			2.25 (n=4)
	Science			
	Social Studies			2.75 (n=4)
Diversity Awareness Essay (ED 4710) <i>(Reflection on meeting needs of diverse cultures)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			2.50
Field Experience from Survey of Exceptional Child (ED 4141) <i>(Documentation of addressing needs of diverse cultures)</i>	Early Childhood		1.67	3.00
	Elementary		2.75	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00

Clinical Experience #2 - Lesson Plans (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>	Early Childhood		2.67	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Clinical Experience #2 - Part A Evaluation from University Supervisor (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>	Early Childhood		2.33	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Clinical Experience #2 (ED 4xx5) -Part A Evaluation from Cooperating Teacher (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Documentation of Colleague Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			2.67
	Math			3.00
	Music			2.75
	Science			
	Social Studies			3.00

Documentation of Parent/Community Interaction (ED 4700, Seminar 2)	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			2.67
	Math			3.00
	Music			2.75
	Science			
	Social Studies			3.00
Diversity Awareness Essay (ED 4710) <i>(Documentation of diverse learning needs)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			2.67
	Math			2.00
	Music			2.75
	Science			
	Social Studies			3.00
Clinical Experience #2 <i>(Lesson plans with modifications for diverse learners)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.67
	Math			2.00
	Music			2.75
	Science			
	Social Studies			3.00
Clinical Experience #2 Lesson Plans <i>(Lesson plans based on Bloom's Taxonomy, Gardner's MI, and inquiry-based lessons; Multi-modal collaborative student lessons and activities)</i>	Early Childhood		2.67	3.00
	Elementary		3.00	3.00
	English			
	HPER			2.67
	Math			2.00
	Music			2.75
	Science			
	Social Studies			3.00

Clinical Experience #2 - Part A Evaluation from University Supervisor (ED 4xx5) <i>(Different grouping; Teaching strategies)</i>	Early Childhood		2.33	
	Elementary		3.00	
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			3.00

Clinical Experience #2 Evaluation Part A from Cooperating Teacher (ED 4700) <i>(Use of Bloom's Taxonomy,</i> <i>Gardner's MI, an/or inquiry-based</i> <i>lessons)</i>	Early Childhood		3.00	
	Elementary		2.88	
	English			
	HPER			
	Math			
	Music			
	Science			
	Social Studies			3.00
Clinical Experience #2 Assessments scored <i>(Assessment plan)</i>	Early Childhood		2.67	3.00
	Elementary		2.75	3.00
	English			2.67
	HPER			2.00
	Math			2.75
	Music			
	Science			
	Social Studies			3.00
Clinical Experience #2 Lesson Plans	Early Childhood		3.00	3.00
	Elementary		2.88	3.00
	English			
	HPER			2.67
	Math			2.00
	Music			2.75
	Science			
	Social Studies			3.00

Clinical Experience #2 Demographic of School Setting <i>(Documentation of integration of content areas and reflection on community context)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	3.00
	English			
	HPER			3.00
	Math			2.50
	Music			2.75
	Science			
	Social Studies			3.00
Clinical Experience #2 Lesson Plans <i>(Instructional strategies; Higher level thinking skills; Application of knowledge)</i>	Early Childhood		2.67	3.00
	Elementary		2.75	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
All SNU Reflection Forms in Portfolio <i>(Adaptations for communities; adaptations to meet needs of all learners)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00

Documentation of School/Community Interaction from Clinical Experience #2 <i>(IEP meetings and Parent-Teacher conferences)</i>	Early Childhood		2.33	3.00
	Elementary		2.63	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00

Documentation of Colleague Interaction Clinical Experience #2 <i>(Team meetings, Faculty meetings, Grade or content-level meetings)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Self Evaluation of Professional Form A (Seminar III). Clinical Experience #2 <i>(Meeting needs of diverse learners)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00

Evaluation Part A from University Supervisor Clinical Experience #2 <i>(Collaboration with families/communities)</i>	Early Childhood		2.67	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
Evaluation Part A from Cooperating Teacher Clinical Experience #2 <i>(Collaboration with families/communities)</i>	Early Childhood		2.33	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00

Self-Evaluation Form of Videos Clinical Experience #2 <i>(Changes from video 1 to video 2)</i>	Early Childhood		3.00	3.00
	Elementary		2.88	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00
All SNU Reflection Forms in Portfolio <i>(Adaptations for communities; adaptations to meet needs of all learners)</i>	Early Childhood		3.00	3.00
	Elementary		3.00	3.00
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			3.00

Overall Average Rating	Early Childhood		2.77 SD = .343 (n=3)	3.00 SD = .000 (n=3)
	Elementary		2.93 SD = .107 (n=8)	3.00 SD = .000 (n=4)
	English			
	HPER			2.85 SD = .167 (n=3)
	Math			2.66 SD = .473 (n=2)
	Music			2.86 SD = .178 (n=4)
	Science			
	Social Studies			2.97 SD = .089 (n=4)

Rating Scale:

Target = 3 pts.

Acceptable = 2 pts.

Unacceptable = 1 pt.

Target = 54-60 pts.; 90-100%

Acceptable = 42-53 pts.; 70-89%

Unacceptable = 41 pts. and below; below 70%

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Undergraduate Growth Portfolio

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EPP Transition Points
Disaggregate by Program
Spring 2017 / Fall 2017 / Spring 2018

Findings: # Passed / # Evaluated
Average Total Score

Spring 2017 & Fall 2017 Transition Points are based upon a three (3) pt. Scale: Target = 3, Acceptable = 2, Unacceptable = 1

PROGRAM	Transition Point #1			Transition Point #2			Transition Point #3			Transition Point #4		
	Spring 2017	Fall 2017	Spring 2018	Spring 2017	Fall 2017	Spring 2018	Spring 2017	Fall 2017	Spring 2017	Spring 2017	Fall 2017	Spring 2017
Early Childhood	4/4 2.50	2/2 2.73	4/4 2.77	3/3 2.90	4/4 2.94	4/4 3.00		3/3 3.00	3/3 2.79		3/3 2.77	3/3 3.00
Elementary	16/16 2.65	2/2 2.77	9/9 2.92	9/9 2.90	4/4 2.80	3/3 2.67		8/8 2.90	4/4 2.65		8/8 2.93	4/4 3.00
English	1/1 2.65											
HPER	1/1 2.45	2/2 2.55	2/2 2.36		4/4 2.97	1/1 2.00			3/3 2.86			3/3 2.87
Math	1/1 2.73	2/2 2.73	1/1 3.00	1/1 3.00	1/1 2.19				2/2 2.82			2/2 2.66
Music		3/3 2.82	3/3 2.67		4/4 3.00	3/3 2.33			4/4 2.48			4/4 2.86
Science												
Social Studies	5/5 2.53	1/1 2.73	9/9 2.98		5/5 2.93				4/4 2.85			4/4 2.97

Disaggregate data not collected
Fall 2016 (20/20)
& Spring 2017 (13/13);
All candidates Passed

Disaggregate data not collected
Fall 2016 (20/20)
& Spring 2017 (13/13);
All candidates Passed

OFFICE OF EDUCATOR PREPARATION
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Student Teacher EPP Evaluation
University Supervisor and Cooperating Teacher
Spring 2017 / Fall 2017 / Spring 2018

Validity was established through content validity. Reliability was inter-rater reliability. The data indicates that the overall aggregate mean for all criteria is strong. Several steps are being investigated in order to improve the inter-rater reliability. Step 1.) Note on all student teacher evaluation forms that these forms are to evaluate a "student Teacher" NOT a fully certified and experienced teacher. Step 2.) Have the EPP continue to create and use video tutorials for cooperating teachers, so that their understanding of evaluative criteria is the same as the EPPs.

Rating Scale: Target = 3 pts. / Acceptable 2 pts. / Unacceptable 1 pt. (On the Part A Student Teacher Evaluation rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Criteria / INTASC Standard	Spring 2017		Fall 2017		Spring 2018	
	Univ. Supervisor (n=21)	Coop. Teacher (n=36)	Univ. Supervisor (n=13)	Coop. Teacher (n=22)	Univ. Supervisor (n=12)	Coop. Teacher (n=25)
Learner Development: Learning styles (INTASC 1)	2.83	2.70	2.92	2.73	2.55	2.67
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.87	2.71	2.92	2.52	2.50	2.64
Learner Development: Collaboration (INTASC 1)	2.78	2.61	2.92	2.64	2.43	2.61
Learner Development: Diverse Community (INTASC 2)	2.87	2.58	2.92	2.52	2.64	2.68
Learning Differences: Diverse cultures (INTASC 2)	2.87	2.63	2.92	2.70	2.59	2.67
Learning Differences: English learners (INTASC 2)	2.73	2.57	3.00	2.42	2.29	2.59
Learning Environment: Risk-free (INTASC 3)	2.75	2.76	3.00	2.77	2.50	2.76
Learning Environment: Fairly allocating time and space (INTASC 3)	2.86	2.64	2.92	2.64	2.64	2.74

Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.84	2.83	3.00	2.82	2.64	2.79
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.78	2.59	2.92	2.56	2.45	2.74
Content Knowledge: Tools of inquiry (INTASC 4)	2.77	2.60	2.92	2.52	2.50	2.58
Content Knowledge: Prior Knowledge (INTASC 4)	2.88	2.80	2.92	2.73	2.55	2.72
Content Knowledge: Academic Language (INTASC 4)	2.80	2.78	2.92	2.67	2.50	2.79
Content Knowledge: Academic Language (INTASC 4)	2.78	2.70	2.92	2.68	2.45	2.74
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	2.87	2.79	2.92	2.59	2.55	2.71
Content Knowledge: Uses resources (INTASC 4)	2.84	2.75	2.92	2.63	2.48	2.84
Application of Content: Real world problems (INTASC 5)	2.77	2.50	3.00	2.75	2.41	2.50
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.81	2.63	2.92	2.60	2.55	2.54
Assessment: Unbiased formative and summative assessment (INTASC 6)	2.85	2.73	2.92	2.62	2.45	2.58
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.78	2.67	2.92	2.71	2.41	2.67
Assessment: Use data to understand learners' progress (INTASC 6)	2.71	2.73	2.92	2.71	2.50	2.68
Planning for Instruction: Rigorous learning goals (INTASC 7)	2.79	2.70	2.92	2.64	2.52	2.73
Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.85	2.62	3.00	2.64	2.59	2.62

Instructional Strategies: Variety and modifications (INTASC 8)	2.80	2.56	2.92	2.67	2.59	2.64
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.73	2.57	2.92	2.60	2.50	2.57
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	2.78	2.66	2.92	2.55	2.48	2.68
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	2.85	2.76	2.92	2.78	2.55	2.79
Professional Learning and Ethical Practices: Technology (INTASC 9)	2.84	2.72	2.92	2.69	2.29	2.74
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	2.85	2.79	2.92	2.86	2.59	2.87
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.76	2.56	2.92	2.73	2.50	2.67
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.65	2.67	2.92	2.71	2.55	2.75
Overall Average Rating	2.75 SD =.056	2.65 SD = .086	2.93 SD =.030	2.66 SD = .097	2.51 SD = .085	2.68 SD = .088

Rating Scale: Target 3 pts. (On the Part A Student Teacher Evaluation rubric, there is a
Acceptable 2 pts. description of what is expected in order to receive a
Unacceptable 1 pt. Target, Acceptable or Unacceptable rating.)

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**Student Teacher EPP Evaluation
Disaggregated by Program
Spring 2017 / Fall 2017 / Spring 2018**

CRITERIA	Program	Spring 2017	Fall 2017	Spring 2018
Overall Average Rating By Program	Early Childhood	2.79 (n=4)	2.72 (n=6)	2.60 (n= 5)
	Elementary	2.65 (n=13)	2.68 (n=15)	2.76 (n= 10)
	English	2.50 (n=2)		
	HPER	2.62 (n=8)		2.68 (n= 6)
	Math			2.76 (n= 4)
	Music			2.79 (n= 8)
	Science	2.81 (n=2)		
	Social Studies	2.61 (n=8)	2.08 (n=2)	2.48 (n= 8)
Learner Development: Learning styles (INTASC 1)	Early Childhood	3.00	2.89	2.40
	Elementary	2.74	2.83	2.90
	English	2.00		
	HPER	2.58		2.50
	Math			2.75
	Music			2.75
	Science	3.00		
	Social Studies	2.63	2.00	2.50

Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	Early Childhood	2.75	2.60	2.60
	Elementary	2.69	2.53	2.70
	English	2.50		
	HPER	2.75		2.50
	Math			2.50
	Music			2.88
	Science	2.50		
	Social Studies	2.57	2.00	2.50
Learner Development: Collaboration (INTASC 1)	Early Childhood	2.75	2.83	2.60
	Elementary	2.54	2.60	2.63
	English	2.00		
	HPER	2.43		2.50
	Math			2.50
	Music			2.71
	Science	2.50		
	Social Studies	2.50	2.00	2.50
Learning Differences: Diversity of Community	Early Childhood			2.4.
	Elementary			2.78
	English			
	HPER			2.80
	Math			2.75
	Music			2.88
	Science			
	Social Studies			2.38

Learning Differences: Diverse Cultures	Early Childhood			2.40
	Elementary			2.70
	English			
	HPER			2.67
	Math			2.50
	Music			
	Science			
	Social Studies			
Learning Differences: English learners	Early Childhood			2.50
	Elementary			2.70
	English			
	HPER			2.50
	Math			2.75
	Music			3.00
	Science			
	Social Studies			2.50
Learning Environment: Risk-free (INTASC 3)	Early Childhood	3.00	3.00	2.40
	Elementary	2.54	2.73	2.78
	English	3.00		
	HPER	2.75		2.80
	Math			2.75
	Music			2.75
	Science	3.00		2.67
	Social Studies	2.75	2.00	

Learning Environment: Fairly allocating time and space (INTASC 3)	Early Childhood			2.80
	Elementary			2.80
	English			
	HPER			2.83
	Math			2.50
	Music			2.88
	Science			
	Social Studies			2.50
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	Early Childhood			2.80
	Elementary			2.90
	English			
	HPER			2.67
	Math			2.75
	Music			
	Science			
	Social Studies			
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	Early Childhood			2.75
	Elementary			3.00
	English			
	HPER			2.67
	Math			2.75
	Music			3.00
	Science			
	Social Studies			2.50

Content Knowledge: Tools of inquiry (INTASC 3)	Early Childhood			2.40
	Elementary			2.78
	English			
	HPER			2.33
	Math			2.75
	Music			2.75
	Science			
	Social Studies			2.38
Content Knowledge: Prior Knowledge	Early Childhood			2.80
	Elementary			2.80
	English			
	HPER			2.50
	Math			2.75
	Music			2.88
	Science			
	Social Studies			2.50
Content Knowledge: Academic Language	Early Childhood			2.80
	Elementary			2.90
	English			
	HPER			2.67
	Math			3.00
	Music			3.00
	Science			
	Social Studies			2.25

Content Knowledge: Correcting misconceptions	Early Childhood			2.40
	Elementary			2.80
	English			
	HPER			2.83
	Math			2.75
	Music			2.88
	Science			
	Social Studies			2.75
Content Knowledge: Resources, technologies, And hands on experiences	Early Childhood			2.60
	Elementary			2.70
	English			
	HPER			2.83
	Math			3.00
	Music			2.86
	Science			
	Social Studies			2.38
Content Knowledge: Uses resources	Early Childhood			2.80
	Elementary			2.80
	English			
	HPER			3.00
	Math			3.00
	Music			3.00
	Science			
	Social Studies			2.50

Application of Content: Real world problems	Early Childhood			2.50
	Elementary			2.67
	English			
	HPER			2.60
	Math			2.50
	Music			2.50
	Science			
	Social Studies			2.13
Application of Content: Various forms of Communication for varied audiences	Early Childhood			2.25
	Elementary			2.56
	English			
	HPER			2.60
	Math			2.50
	Music			
	Science			
	Social Studies			
Application of Content: Novel approaches And incentive solutions to problems	Early Childhood			2.80
	Elementary			2.80
	English			
	HPER			2.67
	Math			2.50
	Music			2.75
	Science			
	Social Studies			2.50

Assessment: Unbiased formative and summative assessment (INTASC 6)	Early Childhood	3.00	2.60	2.40
	Elementary	2.62	2.67	2.78
	English	2.50		
	HPER	2.50		2.80
	Math			2.75
	Music			2.29
	Science	3.00		
	Social Studies	2.57	2.00	2.38
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	Early Childhood	2.67	2.80	2.60
	Elementary	2.62	2.73	2.70
	English	3.00		
	HPER	2.75		2.67
	Math			2.75
	Music			2.86
	Science	3.00		
	Social Studies	2.50	2.00	2.50
Assessment: Uses data to understand learners' progress	Early Childhood			2.60
	Elementary			2.70
	English			
	HPER			2.80
	Math			2.75
	Music			2.86
	Science			
	Social Studies			2.75

Planning for Instruction: Rigorous learning goals	Early Childhood			2.20
	Elementary			2.50
	English			
	HPER			2.67
	Math			2.75
	Music			2.88
	Science			
	Social Studies			2.43
Planning for Instruction: Diverse cultural and diverse learning needs	Early Childhood			2.40
	Elementary			2.70
	English			
	HPER			2.67
	Math			2.75
	Music			2.71
	Science			
	Social Studies			2.33
Instructional Strategies: Variety and modifications	Early Childhood			2.60
	Elementary			2.70
	English			
	HPER			2.83
	Math			2.75
	Music			2.75
	Science			
	Social Studies			2.25

Instructional Strategies: Higher order questioning and metacognition	Early Childhood			2.60
	Elementary			2.70
	English			
	HPER			2.40
	Math			2.75
	Music			2.38
	Science			
	Social Studies			2.67
Professional Learning and Ethical Practices: Collaboration to Evaluate teaching	Early Childhood			2.80
	Elementary			2.78
	English			
	HPER			2.33
	Math			3.00
	Music			2.75
	Science			
	Social Studies			2.50
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	Early Childhood	2.75	2.80	2.27
	Elementary	2.67	2.77	2.90
	English	3.00		
	HPER	2.50		2.83
	Math			2.75
	Music			2.88
	Science	3.00		
	Social Studies	2.86	2.00	2.50

Professional Learning and Ethical Practices: Technology (INTASC 9)	Early Childhood	2.67	2.75	2.60
	Elementary	2.67	2.67	2.80
	English	2.50		
	HPER	2.57		3.00
	Math			2.50
	Music			2.83
	Science	3.00		
	Social Studies	2.67	3.00	2.71
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	Early Childhood	3.00	2.83	2.80
	Elementary	2.69	2.93	2.80
	English	2.00		
	HPER	2.88		3.00
	Math			2.75
	Music			3.00
	Science	3.00		
	Social Studies	2.88	2.00	2.88
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	Early Childhood	2.50	2.67	2.60
	Elementary	2.54	2.80	2.70
	English	2.00		
	HPER	2.50		2.50
	Math			2.75
	Music			2.75
	Science	2.50		
	Social Studies	2.63	2.00	2.75

Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	Early Childhood	2.50	2.67	3.00
	Elementary	2.69	2.73	2.67
	English	2.00		
	HPER	2.71		2.83
	Math			2.75
	Music			2.71
	Science	3.00		
	Social Studies	2.75	3.00	2.75

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Student Teaching EPP (Part A) Evaluation
Student Teacher Self-Evaluation
Spring 2017 / Fall 2017 / Spring 2018

Validity was established through content validity. Reliability was inter-rater reliability. The data indicated that the biggest perceived need involves "English Language Learners". The data also indicates that student teachers believe that they do a very good job when it involves a "risk free environment" and "Leadership / Collaborating with teachers, families and learners".

Rating Scale: Target = 3 pts. / Acceptable 2 pts. / Unacceptable 1 pt. (On the Part A Student Teacher Evaluation rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Criteria / INTASC Standard	Spring 2017 (n=47)	Fall 2017 (n=27)	Spring 2018 (n=44)
Learner Development: Learning styles (INTASC 1)	2.54	2.74	2.84
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.40	2.63	2.84
Learner Development: Collaboration (INTASC 1)	2.45	2.56	2.66
Learner Development: Diverse Community (INTASC 2)	2.51	2.59	2.93
Learning Differences: Diverse cultures (INTASC 2)	2.52	2.52	2.80
Learning Differences: English learners (INTASC 2)	2.25	2.25	2.73
Learning Environment: Risk-free (INTASC 3)	2.81	2.88	2.86
Learning Environment: Fairly allocating time and space (INTASC 3)	2.74	2.74	2.89
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.68	2.78	2.82
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.42	2.50	2.83
Content Knowledge: Tools of inquiry (INTASC 4)	2.51	2.74	2.73
Content Knowledge: Prior Knowledge (INTASC 4)	2.72	2.63	2.84
Content Knowledge: Academic Language (INTASC 4)	2.57	2.70	2.86
Content Knowledge: Academic Language (INTASC 4)	2.57	2.65	2.82
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	2.57	2.70	2.89

Content Knowledge: Uses resources (INTASC 4)	2.66	2.58	2.81
Application of Content: Real world problems (INTASC 5)	2.59	2.56	2.70
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.52	2.62	2.66
Assessment: Unbiased formative and summative assessment (INTASC 6)	2.47	2.54	2.80
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.60	2.74	2.86
Assessment: Use data to understand learners' progress (INTASC 6)	2.57	2.85	2.89
Planning for Instruction: Rigorous learning goals (INTASC 7)	2.46	2.56	2.84
Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.48	2.52	2.75
Instructional Strategies: Variety and modifications (INTASC 8)	2.35	2.56	2.81
Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.53	2.67	2.86
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	2.53	2.67	2.77
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	2.40	2.67	2.82
Professional Learning and Ethical Practices: Technology (INTASC 9)	2.57	2.85	2.86
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	2.66	2.67	2.90
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.77	2.81	2.89
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.52	2.69	2.77
Overall Average Rating	2.46 SD = .122	2.77 SD = .127	2.82 SD = .067

OFFICE OF EDUCATOR PREPARATION

School of Education

Southern Nazarene University

Student Teacher EPP Evaluation

University Supervisor / Cooperating Teacher / Student Teacher Self

Spring 2017 / Fall 2017 / Spring 2018

Criteria / INTASC Standard	Spring 2017			Fall 2017			Spring 2018		
	(n= 12)	(n= 25)	(n=31)	(n= 21)	(n= 36)	(n=47)	(n= 12)	(n= 25)	(n=44)
	Univ. Supvr.	Coop. Teacher	Self	Univ. Supvr.	Coop. Teacher	Self	Univ. Supvr.	Coop. Teacher	Self
Learner Development: Learning styles (INTASC 1)	2.83	2.70	2.54	2.92	2.73	2.63	2.55	2.67	2.84
Learner Development: Cognitive, linguistic, social, emotional and physical needs assessments (INTASC 1)	2.87	2.71	2.4	2.92	2.52	2.56	2.50	2.64	2.84
Learner Development: Collaboration (INTASC 1)	2.78	2.61	2.45	2.92	2.64	2.59	2.43	2.61	2.66
Learner Development: Diverse Community (INTASC 2)	2.87	2.58	2.51	2.92	2.52	2.52	2.64	2.68	2.93
Learning Differences: Diverse cultures (INTASC 2)	2.87	2.63	2.52	2.92	2.70	2.25	2.59	2.67	2.80
Learning Differences: English learners (INTASC 2)	2.73	2.57	2.25	3.00	2.42	2.88	2.29	2.59	2.73
Learning Environment: Risk-free (INTASC 3)	2.75	2.76	2.81	3.00	2.77	2.74	2.50	2.76	2.86
Learning Environment: Fairly allocating time and space (INTASC 3)	2.86	2.64	2.74	2.92	2.64	2.78	2.64	2.74	2.89
Learning Environment: Respect for different perspectives and cultures (INTASC 3)	2.84	2.83	2.68	3.00	2.82	2.5	2.64	2.79	2.82
Learning Environment: Virtual and face-to-face interpersonal communication (INTASC 3)	2.78	2.59	2.42	2.92	2.56	2.74	2.45	2.74	2.83
Content Knowledge: Tools of inquiry (INTASC 4)	2.77	2.60	2.51	2.92	2.52	2.63	2.50	2.58	2.73

Content Knowledge: Prior Knowledge (INTASC 4)	2.88	2.80	2.72	2.92	2.73	2.7	2.55	2.72	2.84
Content Knowledge: Academic Language (INTASC 4)	2.80	2.78	2.57	2.92	2.67	2.65	2.50	2.79	2.86
Content Knowledge: Academic Language (INTASC 4)	2.78	2.70	2.57	2.92	2.68	2.7	2.45	2.74	2.82
Content Knowledge: Resources, technologies, and hands on experiences (INTASC 4)	2.87	2.79	2.57	2.92	2.59	2.58	2.55	2.71	2.89
Content Knowledge: Uses resources (INTASC 4)	2.84	2.75	2.66	2.92	2.63	2.56	2.48	2.84	2.81
Application of Content: Real world problems (INTASC 5)	2.77	2.50	2.59	3.00	2.75	2.62	2.41	2.50	2.70
Application of Content: Various forms of communication for varied audiences (INTASC 5)	2.81	2.63	2.52	2.92	2.60	2.54	2.55	2.54	2.66
Assessment: Unbiased formative and summative assessment (INTASC 6)	2.85	2.73	2.47	2.92	2.62	2.74	2.45	2.58	2.80
Assessment: Multiple ways to demonstrate knowledge (INTASC 6)	2.78	2.67	2.6	2.92	2.71	2.85	2.41	2.67	2.86
Assessment: Use data to understand learners' progress (INTASC 6)	2.71	2.73	2.57	2.92	2.71	2.56	2.50	2.68	2.89
Planning for Instruction: Rigorous learning goals (INTASC 7)	2.79	2.70	2.46	2.92	2.64	2.52	2.52	2.73	2.84
Planning for Instruction: Diverse cultural and diverse learning needs (INTASC 7)	2.85	2.62	2.48	3.00	2.64	2.56	2.59	2.62	2.75
Instructional Strategies: Variety and modifications (INTASC 8)	2.80	2.56	2.35	2.92	2.67	2.67	2.59	2.64	2.81

Instructional Strategies: Higher order questioning and metacognition (INTASC 8)	2.73	2.57	2.53	2.92	2.60	2.67	2.50	2.57	2.86
Professional Learning and Ethical Practices: Collaboration to evaluate teaching (INTASC 9)	2.78	2.66	2.53	2.92	2.55	2.67	2.48	2.68	2.77
Professional Learning and Ethical Practices: Personal growth (INTASC 9)	2.85	2.76	2.4	2.92	2.78	2.85	2.55	2.79	2.82
Professional Learning and Ethical Practices: Technology (INTASC 9)	2.84	2.72	2.57	2.92	2.69	2.67	2.29	2.74	2.86
Leadership and Collaboration: Feedback from cooperating teacher (INTASC 10)	2.85	2.79	2.66	2.92	2.86	2.81	2.59	2.87	2.90
Leadership and Collaboration: Collaborating with teacher, families, learners (INTASC 10)	2.76	2.56	2.77	2.92	2.73	2.69	2.50	2.67	2.89
Leadership and Collaboration: Collaboration to advance profession (INTASC 10)	2.65	2.67	2.52	2.92	2.71	2.77	2.55	2.75	2.77
Overall Average Rating SD = .070	2.75 SD=.056	2.65 SD.086	2.46 SD=.122	2.93 SD=.030	2.66 SD=.097	2.74 SD=.127	2.51 SD = .085	2.68 SD = .088	2.82 SD = .067

Rating Scale: Target 3 pts. (On the Part A Student Teacher Evaluation rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)
Acceptable 2 pts.
Unacceptable 1 pt.

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University

Student Teacher Disposition Evaluation
University Supervisor and Cooperating Teacher
Spring 2017 / Fall 2017 / Spring 2018

Criteria INTASC & SNU Standard	Spring 2017		Fall 2017		Spring 2018	
	(n=20)	(n= 34)	(n=13)	(n= 23)	(n=13)	(n=38)
	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher	Univ. Supvr.	Coop. Teacher
Learner Development (INTASC 1, SNU 1)	2.70	2.76	2.85	2.78	2.15	2.84
Learning Differences (INTASC 2, SNU 3)	2.70	2.71	2.77	2.70	2.23	2.87
Learning Environment (INTASC 3, SNU 2)	2.70	2.88	2.85	2.70	2.38	2.79
Content Knowledge (INTASC 4, SNU 6)	2.70	2.74	2.77	2.61	2.23	2.82
Application of Content (INTASC 5, SNU 4)	2.70	2.65	2.77	2.61	2.15	2.76
Assessment (INTASC 6, SNU 9)	2.70	2.59	2.85	2.57	2.23	2.61
Planning for Instruction (INTASC 7, SNU 5)	2.80	2.71	2.77	2.65	2.23	2.82
Instructional Strategies (INTASC 8, SNU 2)	2.70	2.59	2.85	2.61	2.38	2.76
Professional Learning and Ethical Practices (INTASC 9, SNU 10)	2.80	2.82	2.77	2.65	2.31	2.76
Leadership and Collaboration (INTASC 10, SNU 11)	2.70	2.68	2.77	2.78	2.23	2.87
Communication Skills (SNU 13)	2.85	2.76	2.85	2.65	2.46	2.82
Christian Principles (SNU 14)	2.95	2.88	3.00	2.96	2.46	2.89
Overall Ave. Rating	2.70 SD = .083	2.59 SD = .097	2.82 SD =.069	2.69 SD =.108	2.29 SD = .109	2.80 SD = .075

Rating Scale:

Target 3 pts.

Acceptable 2 pts.

Unacceptable 1 pt.

(On the Student Teacher Disposition Evaluation rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Validity was established through content validity. Reliability was through inter-rater reliability. The data indicates the overall aggregate mean for all criteria is strong. Several steps are being investigated in order to improve the inter-rater reliability:

1. Note on all student teacher evaluation forms that these forms are to evaluate a student Teacher, NOT a fully certified and experienced teacher.
2. Have the EPP continue to create and use video tutorials for cooperating teachers, so that their understanding of evaluative criteria is the same as the EPPs.
3. The EPP will continue to research and clarify what and how to define "Disposition".

OFFICE OF EDUCATOR PREPARATION

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**Student Teacher Disposition Evaluation
Disaggregated by Program**

CRITERIA	Program	Spring 2017	Fall 2017	Spring 2018
RUBRIC SUMMARY	Early Childhood	2.93 (n=6)	2.62 (n=9)	2.68 (n=5)
	Elementary	2.81 (n=22)	2.86 (n=23)	2.59 (n=16)
	English	2.71 (n=2)		
	HPER	2.44 (n=10)		2.69 (n=9)
	Math			2.77 (n=4)
	Music			2.83 (n=7)
	Science	3.00 (n=2)		
	Social Studies	2.72 (n=12)	2.25 (n=4)	2.61 (n=10)
Learner Development (INTASC 1)	Early Childhood	3.00	2.78	2.80
	Elementary	2.82	2.91	2.63
	English	3.00		
	HPER	2.30		2.67
	Math			2.75
	Music			3.00
	Science	3.00		
	Social Studies	2.75	2.00	2.40
Learner Differences (INTASC 2)	Early Childhood	3.00	2.67	2.80
	Elementary	2.82	2.87	2.63
	English	3.00		
	HPER	2.10		2.67
	Math			3.00
	Music			2.86
	Science	3.00		
	Social Studies	2.75	2.25	2.60

Learning Environment (INTASC 3)	Early Childhood	3.00	2.56	2.80
	Elementary	2.86	2.91	2.63
	English	3.00		
	HPER	2.60		2.89
	Math			2.75
	Music			2.57
	Science	3.00		
	Social Studies	2.75	2.00	2.60
Content Knowledge (INTASC 4)	Early Childhood	2.83	2.56	2.80
	Elementary	2.86	2.83	2.50
	English	2.50		
	HPER	2.30		2.67
	Math			2.75
	Music			2.86
	Science	3.00		
	Social Studies	2.75	2.25	2.60
Application of Content (INTASC 5)	Early Childhood	2.67	2.56	2.60
	Elementary	2.77	2.78	2.50
	English	2.00		
	HPER	2.30		2.33
	Math			2.75
	Music			2.86
	Science	3.00		
	Social Studies	2.83	2.25	2.70
Assessment (INTASC 6)	Early Childhood	3.00	2.44	2.20
	Elementary	2.77	2.78	2.50
	English	2.50		
	HPER	2.20		2.56
	Math			2.75
	Music			2.71
	Science	3.00		
	Social Studies	2.50	2.25	2.40

Planning for Instruction (INTASC 7)	Early Childhood	3.00	2.67	2.60
	Elementary	2.82	2.83	2.63
	English	2.50		
	HPER	2.40		2.67
	Math			2.75
	Music			2.86
	Science	3.00		
	Social Studies	2.75	2.25	2.60
Instructional Strategies (INTASC 8)	Early Childhood	2.83	2.56	2.60
	Elementary	2.73	2.83	2.56
	English	3.00		
	HPER	2.30		2.67
	Math			2.75
	Music			2.71
	Science	3.00		
	Social Studies	2.50	2.00	2.80
Professional Learning and Ethical Practices (INTASC 9)	Early Childhood	3.00	2.67	2.80
	Elementary	2.82	2.83	2.63
	English	3.00		
	HPER	2.70		2.67
	Math			2.75
	Music			2.71
	Science	3.00		
	Social Studies	2.75	2.25	2.50
Leadership and Collaboration (INTASC 10)	Early Childhood	2.83	2.56	2.80
	Elementary	2.77	2.91	2.63
	English	2.00		
	HPER	2.50		2.67
	Math			2.75
	Music			3.00
	Science	3.00		
	Social Studies	2.67	2.50	2.60

Communication Skills (SNU)	Early Childhood	3.00	2.56	2.80
	Elementary	2.77	2.83	2.63
	English	3.00		
	HPER	2.60		2.78
	Math			2.75
	Music			2.86
	Science	3.00		
	Social Studies	2.83	2.25	2.70
Christian Principles (SNU)	Early Childhood	3.00	2.89	2.60
	Elementary	2.86	2.96	2.63
	English	3.00		
	HPER	3.00		3.00
	Math			2.75
	Music			3.00
	Science	3.00		
	Social Studies	2.83	2.75	2.80

Rating Scale:

Target 3 pts.
Acceptable 2 pts.
Unacceptable 1 pt.

(On the Student Teacher Disposition Evaluation rubric, there is a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Validity was established through content validity. Reliability was through inter-rater reliability. The data indicates the overall aggregate mean for all criteria is strong. Several steps are being investigated in order to improve the inter-rater reliability:

1. Note on all student teacher evaluation forms that these forms are to evaluate a student Teacher, NOT a fully certified and experienced teacher.
2. Have the EPP continue to create and use video tutorials for cooperating teachers, so that their understanding of evaluative criteria is the same as the EPPs.
3. The EPP will continue to research and clarify what and how to define "Disposition".

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School of Education
Southern Nazarene University

Student Teachers: Teacher Work Sample (TWS)

Validity was established through content validity. Reliability was internal and inter-rater reliability. The data indicates that the overall aggregate mean for all criteria is strong.

Rating Scale: Target = 3 pts. / Acceptable 2 pts. / Unacceptable 1 pt. (Student Teacher Evaluation rubric contains a description of what is expected in order to receive a Target, Acceptable or Unacceptable rating.)

Grading Scale: Target = 2.70 - 3.00 / Acceptable = 2.00 - 2.69 / Unacceptable = 1.00 - 1.99

Criteria / INTASC Standard	Spring 2017 (n=23)	Fall 2017 (n=14)	Spring 2018 (n=13)
Context of School (InTASC 2)	2.78	3.00	3.00
Context of Classroom (InTASC 2)	2.87	3.00	3.00
Goals of Unit (InTASC 1)	2.68	2.63	3.00
Alignment of OAS with Unit Goals (InTASC 1)	2.57	2.79	3.00
Accommodations/Modifications (InTASC 1)	3.00	2.86	2.86
Content Knowledge (InTASC 4)	2.96	2.93	2.71
Lesson Plans (InTASC 7)	2.96	2.57	2.71
Pre-Test/Post-Test (InTASC 6)	2.82	2.79	2.93
Learning Gains (InTASC 6)	2.65	2.86	2.79
Analysis of Unit Goals (InTASC 6)	2.83	2.93	2.57
Use of Technology (InTASC 7, 9)	2.96	3.00	3.00
Analysis of Lesson Goals (InTASC 6)	2.65	2.79	2.57
SNU Reflection Form (InTASC 9)	2.65	2.43	2.43
Overall Ave. Rating	2.80 SD =.147	2.81 SD =.177	2.81 SD =.200

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School of Education
Southern Nazarene University

Student Teacher Teacher Work Sample Evaluation
Disaggregate by Program
Spring 2017 / Fall 2017 / Spring 2018

CRITERIA	Program	Spring 2017	Fall 2017	Spring 2018
RUBRIC SUMMARY	Early Childhood	2.80 (n=6)	2.92 (n=4)	
	Elementary	2.92 (n=6)	2.82 (n=9)	3.00 (n= 3)
	English	2.77 (n=1)		
	HPER	2.71 (n=4)		2.87 (n= 3)
	Math			3.00 (n= 2)
	Music			2.92 (n= 2)
	Science	2.69 (n=1)		
	Social Studies	2.72 (n=5)	2.31 (n=1)	2.67 (n= 4)
Context of School (InTASC 2)	Early Childhood	2.50	3.00	
	Elementary	3.00	3.00	3.00
	English	3.00		
	HPER	3.00		3.00
	Math			
	Music			
	Science	3.00		
	Social Studies	2.60	3.00	3.00
Context of Classroom (InTASC 2)	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	3.00
	English	3.00		
	HPER	3.00		3.00
	Math			3.00
	Music			3.00
	Science	2.00		
	Social Studies	2.60	3.00	3.00

Goals of Unit (InTASC 1)	Early Childhood	2.50	2.50	
	Elementary	3.00	2.78	3.00
	English	3.00		
	HPER	2.50		3.00
	Math			3.00
	Music			3.00
	Science	2.00		
	Social Studies	2.80	2.00	3.00
Alignment of OAS with Unit Goals (InTASC 1)	Early Childhood	2.50	2.50	
	Elementary	2.67	2.89	3.00
	English	3.00		
	HPER	2.50		3.00
	Math			3.00
	Music			3.00
	Science	2.00		
	Social Studies	2.60	3.00	3.00
Accommodations Modifications (InTASC 1)	Early Childhood	3.00	3.00	
	Elementary	3.00	2.89	2.33
	English	3.00		
	HPER	3.00		3.00
	Math			3.00
	Music			3.00
	Science	3.00		
	Social Studies	3.00	2.00	3.00
Content Knowledge (InTASC 4)	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	2.33
	English	2.00		
	HPER	3.00		3.00
	Math			3.00
	Music			3.00
	Science	3.00		
	Social Studies	3.00	2.00	2.50

Lesson Plans (InTASC 7)	Early Childhood	3.00	3.00	
	Elementary	3.00	2.44	2.33
	English	2.00		
	HPER	3.00		3.00
	Math			3.00
	Music			3.00
	Science	3.00		
	Social Studies	3.00	2.00	2.50
Pre-Test / Post-Test (InTASC 6)	Early Childhood	2.67	3.00	
	Elementary	2.60	2.78	3.00
	English	3.00		
	HPER	3.00		2.67
	Math			3.00
	Music			3.00
	Science	3.00		
	Social Studies	3.00	2.00	3.00
Learning Gains (InTASC 6)	Early Childhood	2.67	3.00	
	Elementary	2.67	2.89	3.00
	English	2.00		
	HPER	3.00		2.67
	Math			3.00
	Music			3.00
	Science	3.00		
	Social Studies	2.40	2.00	2.50
Analysis of Unit Goals (InTASC 6)	Early Childhood	3.00	3.00	
	Elementary	3.00	3.00	2.66
	English	3.00		
	HPER	2.00		2.33
	Math			3.00
	Music			3.00
	Science	3.00		
	Social Studies	3.00	2.00	2.23

Use of Technology (InTASC 7,9)	Early Childhood	2.83	3.00	
	Elementary	3.00	3.00	3.00
	English	3.00		
	HPER	3.00		3.00
	Math			3.00
	Music			3.00
	Science	3.00		
	Social Studies	3.00	3.00	3.00
Analysis of Lesson Goals (InTASC 6)	Early Childhood	3.00	3.00	
	Elementary	3.00	2.78	2.66
	English	3.00		
	HPER	2.25		2.67
	Math			3.00
	Music			3.00
	Science	2.00		
	Social Studies	2.20	2.00	2.00
SNU Reflection Form (InTASC 9)	Early Childhood	3.00	3.00	
	Elementary	3.00	2.22	2.33
	English	3.00		
	HPER	2.00		3.00
	Math			3.00
	Music			2.00
	Science	3.00		
	Social Studies	2.20	2.00	2.00

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School of Education
Southern Nazarene University

Student Teaching Video Analysis
Spring 2017 / Fall 2016 / SPRING 2018

Validity was established through content validity. Reliability was internal reliability. The data indicated that stating the standard/objective criteria, both verbally and written on the board is an area for further research and an area for EPP growth. The data also indicated that "eye contact" was an area of EPP strength.

Note:

*Videos were evaluated by a team of EPP professors until the Fall of 2017. It was determined that the student teachers were aware

of the complete environment and not just what was on the video. So the evaluation considered the total picture, which was more beneficial than just what was shown on video.

**Most candidates noted that objectives were verbally stated and aligned with OAS standards but were not always written on the Board.

SCALE: Met BOTH Videos / Target = 3 29 -33 pts. 90-100%
Met 1 Video / Acceptable = 2 21-28pts. 70-89%
Video NOT Met / Unacceptable = 1 20 and below

Criteria	Spring 2017 (n=21)	*Fall 2017 (n= 32)	Spring 2018 (n= 21)
Stating Objectives: Candidate clearly articulated the lesson objective immediately, had it connected to OAS Standard(s): <u>and had it written on the board.</u> InTASC 8, CAEP 1, SNU 2, OK 14	** 1.62	2.58	2.81
2.76S2.81tating Goal: Candidate clearly stated the goal of the lesson by explaining what students would be doing during the lesson. InTASC 8, CAEP 1, SNU 2, OK 14	2.62	2.50	2.76
Presentation: Candidate used the Effective Teacher Model when presenting the new material. InTASC 8 CAEP 1, SNU 2, OK 14	2.48	2.58	2.81
Domain-Specific Vocabulary: Candidate used all appropriate technical vocabulary, clearly explained the meaning of terms, and gave examples. InTASC 7 & 8, CAPE 1, SNU 5 and 2, OK 7 & 14	2.62	2.42	2.81
Linking to Prior Knowledge: Candidate linked new content to students' prior learning and experience in ways that integrate skills and strategies for comprehending material. InTASC 8, CAEP 1, SNU 2, OK 14	2.71	2.67	2.76
Questions: Candidate asked higher level thinking questions and gave ample wait time for students to respond. There was teacher-students and student-student-teacher interaction. InTASC 3 & 8, CAEP 1, SNU 8 & 2, OK 5 & 14	2.57	2.75	2.85
Engaging All Students: Candidate called on many different students so all were intellectually engaged. InTASC 2 & 8, CAEP 1, SNU 2 & 3, OK 3 & 14	2.57	2.67	2.86

Closure: At the end of the lesson, on the video, the candidate had closure, summarizing what was learned/accomplished. InTASC 8, CAEP 1, SNU 2, OK 14	2.43	2.33	2.86
Technology: Candidate used visual aids, manipulatives, and/or technology in a useful manner and made sure technology worked beforehand. InTASC 8, CAEP 1, SNU 2, OK 14	2.38	2.33	2.86
Eye Contact: Candidate clearly was teaching the students through eye contact, appropriate gestures, and body language. InTASC 8, CAEP 1, SNU 2, OK 14	2.67	2.83	2.86
Teaching, Not Presenting: It was clear that candidate was teaching the student, and not merely presenting material. InTASC 3 & 8 CAEP 1, SNU 8 & 2, OK 5 & 14	2.67	2.67	2.81
Overall Average Rating	2.49 SD =.172	2.57 SD =.111	2.81 SD = .038

SCALE:

Met BOTH Videos / Target =	3	29 -33 pts. 90-100%
Met 1 Video / Acceptable =	2	21-28pts. 70-89%
Video NOT Met / Unacceptable =	1	20 and below

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Southern Nazarene University

Student Teacher Evaluation of Cooperating Teacher
Fall 2016 / Spring 2017 / Fall 2017

In an effort to provide our student teachers with the best possible cooperating teachers, the EPP, beginning in the Fall 2016 began having the student teachers evaluate their cooperating teachers so that the EPP could identify quality cooperating teachers.

Criteria	Spring 2017 (n=43)	Fall 2017 (n=27)	Spring 2018 (n=30)
Content Knowledge	2.91	2.93	2.93
Classroom Management / Routines	2.86	2.85	2.77
Teaching Strategies	2.70	2.81	2.77
Cultural Issues	2.81	2.85	2.83
Modifications for Diverse Learners	2.77	2.78	2.80
Mentor: gave support in your teaching	2.77	2.93	2.80
Scaffolding: good pacing for giving you additional teaching responsibilities	2.79	3.00	2.77
Technology (for assessing and teaching)	2.81	2.85	2.80
Overall Average Rating	2.80 SD =.063	2.88 SD =.073	2.81 SD =.053

Scale: Target 3 pts.
Acceptable 2 pts.
Unacceptable 1 pt.

Qualitative Comments:

I feel so fortunate to have been placed with such an incredible cooperating teacher. He was named Teacher of the Year 2016-17 at Cooper! He most certainly deserves the award! Everyday he was consistent, on task, and motivated to get the day accomplished. He also served as a leader for the social studies department. I would highly recommend him to anyone who needs observation hours or to student teach under.

Loved that PC schools are on a 1 to 1 ratio for iPads. Used them several times throughout the week with students. Cooperating teacher embraces technology in the classroom. Uses SMARTboard everyday.

I was AMAZED by (Teachers name) classroom management. She handled everything appropriately and confidently. The way she has her classroom structured makes it so students know the expectations. When procedures aren't done correctly the class "try again" until they are done correctly. When a student is misbehaving it is handled right away and nothing slides past her. Her classroom is a very positive learning environment for students.

(Teachers name) was great at meeting the needs of the individual child and helps students come up with different strategies to help them be successful. She also has various strategies with behavior issues that I have now learned. (Teachers name) has a lot of content knowledge and taught me a lot while working with her. (Teachers name) has excellent classroom management skills. She is asked advice from other teachers in the building because she does such an amazing job.

Has outstanding knowledge of content area. Excellent classroom management.

(Teachers name) has been teaching pre-k for 6 years, and is one of the most knowledgeable pre-k teachers that I've ever talked with. She answered any question about content and curriculum that I had thoroughly, and explained things well when I had questions.

Classroom management is something that I think (Teachers name) was incredible at. She always had different "fall backs" and tricks up her sleeve to regain student's attention. (Teachers name) makes it look so natural and easy. I learned a lot from her when it came to managing the class. I feel more confident having some tricks up my sleeve.

She has so many different teaching strategies that she uses and sometimes during the lesson she has to switch strategies because one isn't working. If a student is struggling through reading the directions she reads them to the student. She modifies students work depending on needs.

(Teachers name) was very organized and has everything planned out weeks in advance. She knew exactly what she was going to be teaching everyday and was prepared for any curve balls the students threw at her.

(Teachers name) did a wonderful job at making sure every student, despite their diverse learning styles, learned and engaged in whole group discussion. If she saw that a student needed some extra help or encouragement, she would have them work at her table. This allowed for easy access to the student if assistance was needed. She believes in each of her students and sees such incredible potential in each one of them. (Teachers name) makes sure her students are feeling successful.

(Teachers name) was well aware of the diversity in her school and classroom. She was sensitive to the different cultures and beliefs. In turn, this really opened my eyes to such diverse cultures and learners in the classroom.

(Teachers name) has incredible classroom management and I learned a lot about classroom management from her. She is consistent in her discipline with her students, and avoids sending them to the office at all costs. She utilizes her teammates when a student is misbehaving, and uses their help instead of sending them to the office. She uses a variety of different approaches for each student, and finds things that work. She uses a lot of the strategies from Lost at School that are positive strategies.

I was AMAZED by (Teachers name) classroom management. She handled everything appropriately and confidently. The way she has her classroom structured makes it so students know the expectations. When procedures aren't done correctly the class "try again" until they are done correctly. When a student is misbehaving it is handled right away and nothing slides past her. Her classroom is a very positive learning environment for students.

(Teachers name) is very aware of everything that happens in her classroom. She respects and is sensitive to cultural differences. I would say it gave her background knowledge of the student to help in situations on how to deal with and understand problems appropriately.

(Teachers name) was great at meeting the needs of the individual child and helps students come up with different strategies to help them be successful. She also has various strategies with behavior issues that I have now learned.

Consults well with other teachers about students or concerns, makes sure accommodations are being implemented.

(Teachers name) kept in discussion with her team teachers daily about student's progress and shared ideas/modifications. This class of first graders is full of diverse learning styles and levels. (Teachers name) made sure to keep that in mind when teaching and modifying activities. She put in work to make sure all learning needs were being met and did a wonderful job at keeping in contact with parents/caregivers.

(Teachers name) is very prepared and organized in each of her lesson plans. She has her lesson plans planned out on Thursday of the week before the lesson plans are going to be taught, and then she modifies day of as needed.

She has so many different teaching strategies that she uses and sometimes during the lesson she has to switch strategies because one isn't working. If a student is struggling through reading the directions she reads them to the student. She modifies students work depending on needs.

(Teachers name) teaches to all diverse learners. Those kids never sit at their desk all day! As a third grade team, kids go to different teachers for math and reading. This benefits the children because they are placed with other kids who are on the same level and can go at the same pace.

I couldn't thank (Teachers name) enough for everything she has done for me. She has taught me so much and I will never forget the experience I had student teaching with her. She told me that even after my assignment is over that she wants updates and that I can always ask her any questions I have in the days to come. She offered to write recommendation letters and do anything to help me. She was so invested in me the whole time and that's what made my experience so great. You can tell the passion she has for teaching and those kids. She even gives snacks to the kids who aren't getting fed at home!

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Diversity Awareness Essay: Student Teaching

Validity was established through content validity. Reliability was internal reliability. The data indicated that "Religious Beliefs" criteria is an area for further research and an area for EPP growth. The data also indicated that "Nature & History of Disability" criteria appears to be an area of EPP strength.

Criteria	Spring 2017 (n=22)	Fall 2017 (n=11)	Spring 2018 (n=20)
Nature & History of Disability	3.00	2.77	2.90
Evaluation of IEP	2.62	2.54	2.89
Teaching Strategies	2.59	2.31	2.85
Suggested Discipline Changes	2.41	2.08	2.55
Suggested Strategy Changes	2.50	2.08	2.70
Racial Demographics	2.57	2.25	2.90
Socioeconomic Diversity	2.43	2.23	2.70
Religious Beliefs	2.21	1.90	2.30
Special needs: learning disabilities, physical, emotional and any other needs	2.26	2.10	2.53
Gender Representation	2.39	2.09	2.78
Overall Average	2.50 SD = .222	2.23 SD = .255	2.71 SD = .199

Scale: Target = 3 pts.

Acceptable = 2 pts.

Unacceptable = 1 pt.

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ST SPA - Early Childhood (NAEYC)

Criteria	Spring 2016 (n=5)	2016-17 (n=23)	2017-18 (n= 16)
Birth to Age 8 Development (NAEYC 1a)	3.00	2.96	2.81
Multiple Influences (NAEYC 1b)	3.00	2.91	2.75
Learning Environment (NAEYC 1c)	2.80	2.96	2.69
Classroom Behavior Management (NAEYC 1c)	2.80	2.83	2.50
Diverse Family/Community Characteristics (NAEYC 2a)	3.00	2.74	2.75
Supporting Families/Communities (NAEYC 2b)	2.20	2.61	2.69
Family/Community Involvement (NAEYC 2c)	2.80	2.85	2.67
Assessment Benefits/Uses (NAEYC 3a)	2.80	2.83	2.57
Appropriate Assessment Use (NAEYC 3b)	2.80	2.74	2.57
Assessment for Students with Disabilities (NAEYC 3c)	2.80	2.84	2.73
Assessment Partnerships (NAEYC 3d)	2.75	2.74	2.81
Positive Relationships (NAEYC 4a)	2.80	3.00	2.61
Effective Teaching Strategies (NAEYC 4b)	2.80	2.87	2.63
Use of Technology (NAEYC 4b)	2.80	2.96	2.87
Materials/Activities (NAEYC 4c)	2.80	2.87	2.75
Teaching Approaches for Students with Needs (NAEYC 4d)	2.80	2.86	2.73
Teacher Reflection (NAEYC 4d)	2.80	2.96	2.69

Content: Language & Literacy (NAEYC 5a)	3.00	2.91	2.80
Content: Mathematics (NAEYC 5a)	3.00	2.87	2.73
Content: Science (NAEYC 5a)	3.00	2.91	2.73
Content: Social Studies (NAEYC 5a)	3.00	2.91	2.80
Content: The Arts (NAEYC 5a)	2.67	2.86	2.60
Approaches to Developing Content (NAEYC 5b)	2.80	2.87	2.69
Learning Goals/OAS (NAEYC 5c)	3.00	2.86	2.67
Curriculum	2.80	Criteria not included	Criteria not included
Professionalism (NAEYC 6a)	3.00	2.95	2.87
Ethical Standards (NAEYC 6b)	2.80	2.96	2.69
Continuous and Collaborative Learning (NAEYC 6c)	2.80	2.96	2.75
Reflective (NAEYC 6d)	2.80	2.83	2.75
Early Childhood Advocate (NAEYC 6e)	2.75	2.74	2.60
Supporting families / communities (NAEYC 2b)			2.83

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ST SPA - Elementary (ACEI)

Criteria	2015-16 (n=28)	2016-17 (n=31)	2017-18 (n= 33)
Development, Learning, Motivation ACEI 1.0	2.79	2.73	2.64
English ACEI 2.1a	2.82	2.74	2.67
English ACEI 2.1b	2.75	2.79	2.78
Science ACEI 2.2	2.83	2.71	2.63
Math ACEI 2.3	2.78	2.70	2.69
Social Studies ACEI 2.4	2.78	2.78	2.58
Arts ACEI 2.5	2.73	2.93	2.60
Health Education ACEI 2.6	2.88	2.93	2.63
Physical Education ACEI 2.7	2.88	2.93	2.58
Connection Across Curriculum ACEI 3.1	2.82	2.71	2.64
Integrate and apply Knowledge for Instruction ACEI 3.1	2.86	2.65	2.62
Adapting to diverse students ACEI 3.2	2.82	2.81	2.75
Development of different skills ACEI 3.3	2.79	2.71	2.70
Active Engagement ACEI 3.4	2.71	2.74	2.70
Communication ACEI 3.5	2.71	2.71	2.70
Assessment ACEI 4.0	2.71	2.61	2.59
Reflection of Evaluation ACEI 5.1	2.75	2.68	2.53
Collaboration with families ACEI 5.2	2.7	2.64	2.45
Overall	2.78	2.75	2.64

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ST SPA - Mathematics (NCTM)

Criteria	2015-16 (no Teacher Candidates)	2016-17 (n=3)	2017 - 2018 (n= 4)
2a		2.67	2.75
2b		2.33	2.50
2c		2.67	2.75
2d		2.67	3.00
3a		2.33	2.75
3c.1		2.00	2.50
3c.2		2.67	2.75
3f		2.33	2.75
4b		2.67	3.00
4d		2.67	2.75
4e		2.67	3.00
5b		2.67	2.75
5c.1		2.33	2.75
5c.2		2.33	2.75
5c.3		2.33	2.50
6b		2.33	2.75
6c		2.67	2.75
7c.1		2.50	2.75
7c.2		2.00	2.50
7c.3		2.50	2.75
7c.4		2.50	3.00

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ST SPA - Physical Education/Health/Safety (NASPE)

Criteria	2015-16 (n=8)	2016-17 (n=11)	2017-18 (n=9)
1.1	2.75	2.45	2.33
1.2	3.00	2.45	2.67
1.3	2.88	2.27	2.56
1.5	2.50	2.45	2.56
3.1	2.38	2.36	2.44
3.2	2.75	2.45	2.89
3.3	2.50	2.45	2.67
3.4	2.88	2.45	2.67
3.5	2.75	2.45	2.56
3.6	2.75	2.09	2.67
3.7	2.50	2.22	2.56
4.1	2.50	2.27	2.22
4.2	2.50	2.45	2.33
4.3	2.88	2.64	2.44
4.4	2.75	2.45	2.33
4.5	2.75	2.36	2.22
4.6	2.75	2.45	2.33
5.1	2.75	2.27	2.33
5.2	2.63	2.27	2.44
5.3	2.88	2.18	2.44
6.1	3.00	2.55	2.78
6.2	2.88	2.30	2.67
6.3	2.88	2.45	2.44
6.4	3.00	2.64	2.56

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State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
2017 - 2018

Program / Academic Year	Number of Candidates	Qualifying Score	Mea	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Early Childhood							
2015-2016	6	240	242	227-259	66%	87.7%	75.3%
2016-2017	2	240	239	227-241	50%	82.8%	66.7%
2017-2018	5	240	232	258-218	40%	67.3%	54.2%
Elementary							
2015-2016	9	240	267	234-294	89%	91.9%	78.6%
2016-2017	1	240	245	245	100%	90.8%	77.2%
2017-2018	6	240	257	246-269	100%	88.1%	81%
Vocal Music							
2015-2016	1	240	233	233	0%	77.1%	47.2%
2016-2017	0	240	--	--	n/a	91.8%	55.9%
2017-2018	0	240	---	---	n/a	82.9%	59.3%
Inst. Music							
2015-2016	1	240	285	285	100%	92.9%	83.3%
2016-2017	0	240	--	--	n/a	95.8%	76.0%
2017-2018	0	240	---	---	n/a	90.2%	82.2%
Mathematics							
2015-2016	0	240	--	--	n/a	91.8%	92.1%
2016-2017	1	240	264	264	100%	91.8%	82.7%
2017-2018	2	240	249	257-241	100%	72.1%	61.2%
US History							
2015-2016	1	240	237	234	0%	80.4%	64.1%
2016-2017	0	240	--	--	n/a	84.2%	69.9%
2017-2018	2	240	262	283-241	100%	78.1%	74.6%
World History							
2015-2016	0	240	--	--	n/a	58.8%	51.5%
2016-2017	0	240	--	--	n/a	62.7%	62.6%
2017-2018	0	240	---	---	n/a	57.1%	53.6%
Physical Education							
2015-2016	1	240	255	255	100%	80.6%	63.1%
2016-2017	1	240	264	264	100%	74.7%	68.5%
2017-2018	1	240	272	272	100%	71.3%	65.4%

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Southern Nazarene University

**State Licensure Exams
by Program Subcategories**

Academic Year	# of Candidates	Cumulative Score	Sub areas				
Early Childhood	n=	Cum. Score	Child. Dev. Learn/Environ.	Lang./Liter. Development	Learning Across Curr.	Prof. Know. & Responsibilities	Const. Response
2014-2015	4	257	262	268	273	No data - Added category	188
2015-2016	6	242	260	223	260	237	206
2016-2017	2	234	199	259	242	233	215
2017-2018	5	232	253	213	252	232	209

Elementary	n=	Cum. Score	Reading	Lang. Arts	Const. Response	Social Studies	Math	Science	Health Fit./Arts
2014-2015	6	259	257	274	273	244	256	239	263
2015-2016	9	267	273	274	227	277	267	277	287
2016-2017	1	245	250	260	213	235	269	210	240
2017-2018	6	256	259	268	235	238	264	251	260

Vocal Music	n=	Cum. Score	Listening	Performance	Theory	History Culture	Cons. Response
2014-2015	3	229	243	257	215	180	279
2015-2016	1	233	257	249	206	225	238
2016-2017	--	--	--	--	--	--	--
2017-2018	--	--	--	--	--	--	--

Instrumental Music	n=	Cum. Score	Listening	Performance	Theory	History Culture	Cons. Response
2014-2015	--	--	--	--	--	--	--
2015-2016	1	285	290	300	288	284	259
2016-2017	--	--	--	--	--	--	--
2017-2018	--	--	--	--	--	--	--

Mathematics	n=	Cum. Score	Math Sys. Num. Theory	Algebra Anal. Geom.	Geometry Measurement	Trig. Calculus	Probability Statistics	Const. Response
2014-2015	1	275	291	271	262	277	247	300
2015-2016	--	--	--	--	--	--	--	--
2016-2017	1	264	257	270	262	252	286	300
2017-2018	2	249	263	254	261	253	250	195

US History	n=	Cum. Score	US / OK History	Gov. & Political Sci.	Economics	Const. Response
2014-2015	2	239	261	227	243	186
2015-2016	1	237	232	227	247	249
2016-2017	--	--	--	--	--	--
2017-2018	2	262	263	264	269	249

World History	n=	Cum. Score	World History	Geography	Constructive Response
2014-2015	1	228	235	236	180
2015-2016	--	--	--	--	--
2016-2017	--	--	--	--	--
2017-2018	--	--	--	--	--

Physical Education	n=	Cum. Score	Growth Develop. Relation.	Health-Related PE	Movement Sports Activ.	Safe Living Risk Reduc.	Consumer Community Environ. Heal.	Health & PE Progr.	Const. Response
2014-2015	3	261	279	246	270	236	253	265	300
2015-2016	1	255	236	226	249	252	276	248	300
2016-2017	1	264	257	270	262	252	300	283	231
2017-2018	1	272	279	285	249	276	252	265	300

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Southern Nazarene University

**State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
EARLY CHILDHOOD**

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Early Childhood							
2015-2016	0	240	--	--	---	82.8	76.1
2016-2017	1	240	240	240	100%	69.3	56.5
2017-2018	5	240	232	258/218	40%		

The sample size (n) was too small to calculate any statistical significance.

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas				
Early Childhood	n=	Cum. Score	Child Dev. Learning & Environ.	Lang./ Literacy Dev.	Learning across Curr.	Prof. Knowledge Responsibilities	Constructive Response
2015-2016	0	---	---	---	---	---	---
2016-2017	1	240	271	249	252	210	187
2017-2018	5	232	253	213	252	232	209

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University
State Licensure Exams
Oklahoma Subject Area Tests (OSAT)

ELEMENTARY EDUCATION (#1)

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Elementary Education							
2015-2016	2	240	264	264	100 %	82.8 %	76.1 %
2016-2017	1	240	247	247	100%	94.2 %	86.1 %
2017-2018	6	240	258	250-269	100%		

ELEMENTARY EDUCATION (#2)

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Elementary Education							
2015-2016	2	240	264	264	50.00 %	82.8 %	76.1 %
2016-2017	2	240	239	240	50.00%	87.5 %	82.1 %
2017-2018	6	240	255	246-269	100%		

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cumulative Score	Sub areas (#1)		
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Elementary Educ.	n=	Cumulative Score	Reading	Language Arts	Constructive Resp.
2015-2016	2	264	273	270	213
2016-2017	1	247	250	260	213
2017-2018	6	258	259	268	235

Academic Year	# of Candidates	Cum. Score	Sub areas (#2)			
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Elementary Education	n=	Cumulative Score	Social Studies	Math	Science	Health / Fitness / Arts
2015-2016	2	264	268	257	262	280
2016-2017	2	239	243	250	204	260
2017-2018	6	255	238	264	251	260

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University

State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
INSTRUMENTAL MUSIC

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Instrumental Music							
2014-2015	---	240	---	---	---	92.9	90.9
2015-2016	1	240	250	250	100 %	95.8	90.6
2016-2017	---	240	---	---	---	87.1	82.2
2017-2018	---	240	---	---	---		

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas				
Instrumental Music	n=	Cum. Score	Listening	Performance	Theory	Hist. / Cult.	Constructive Response
2014-2015	---	---	---	---	---	---	---
2015-2016	1	250	239	211	300	267	218
2016-2017	---	---	---	---	---	---	---
2017-2018	---	---	---	---	---	---	---

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Southern Nazarene University

**State Licensure Exams
Oklahoma Subject Area Tests (OSAT)**

VOCAL & GENERAL MUSIC

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Vocal / General Music							
2014-2015	2	240	245	245	50.00 %	77.1	64.3
2015-2016	---	240	---	---	---	91.8	77.1
2016-2017	---	240	---	---	---	82.1	67.7
2017-2018	---	240	---	---	---		

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas				
Vocal / General Music	n=	Cum. Score	Listening	Performance Methodology	Theory Composition	History Culture	Constructive Response
2014-2015	2	245	265	262	226	218	269
2015-2016	---	---	---	---	---	---	---
2016-2017	---	---	---	---	---	---	---
2017-2018	---	---	---	---	---	---	---

OFFICE OF EDUCATOR PREPARATION
Southern Nazarene University

State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
PHYSICAL EDUCATION

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Physical Education							
2015-2016	1	240	255	255	100%	80.6	63.1
2016-2017	1	240	264	264	100%	74.7	68.5
2017-2018	1	240	272	272	100%		

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cumulative Score	Sub areas						
Physical Education	n=	Cum. Score	Growth Develop. Relation.	Health-Related PE	Movement Sports Activ.	Safe Living Risk Reduc.	Consumer Community Environ. Heal.	Health & PE Progr.	Const. Response
2015-2016	1	255	236	226	249	252	276	248	300
2016-2017	1	264	257	270	262	252	300	283	231
2017-2018	1	272	279	285	249	276	252	265	300

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**State Licensure Exams
Oklahoma Subject Area Tests (OSAT)
MATH EDUCATION**

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Adv. Math							
2015-2016	1	240	251	251	100 %	82.8 %	76.1 %
2016-2017	1	240	264	264	100 %	93.9 %	91.1 %
2017-2018	2	240	249	257/241	100%		

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas					
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Advanced Math	n=	Cum. Score	Math Sys. Num. Theory	Alg. Funct. Anal. Geometry	Geometry Measure.	Trig. / Calculus	Probability Stat. Discrete Math	Const. Response
2015-2016	1	251	261	270	271	203	259	263
2016-2017	1	264	280	224	231	260	286	300
2017-2018	2	249	263	254	261	253	250	195

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State Licensure Exams
Oklahoma Subject Area Tests (OSAT)

SOCIAL STUDIES EDUCATION
U.S. History / OK History / Govern. / Economics

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Social Studies Education							
2015-2016	1	240	237	237	00.00 %	84.2	75.0
2016-2017	---	240	---	---	---	85.3	75.2
2017-2018	2	240	262	283/241	100%		

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas				
Social Studies Education	n=	Cum. Score	U.S. / OK History	Govern. Political Sci.	Economics	Constructiv e Response	Constructive Response
2015-2016	1	237	232	227	247	249	---
2016-2017	---	---	---	---	---	---	---
2017-2018	2	262	263	264	269	249	---

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State Licensure Exams
Oklahoma Subject Area Tests (OSAT)

SOCIAL STUDIES EDUCATION
World History / Geography

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Social Studies Education							
2015-2016	---	240	---	---	---	62.7	62.6
2016-2017	---	240	---	---	---	68.9	58.9
2017-2018	---	240	---	---	---		

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas		
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Social Studies Education	n=	Cum. Score	World History	Geography	Constructive Response
2015-2016	---	---	---	---	---
2016-2017	---	---	---	---	---
2017-2018	---	---	---	---	---

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**State Licensure Exams
Oklahoma Professional Teaching Examination (OPTE)**

Exam / Year	Number of Candidates	Qualifying Score	Mean	National Medium	Range EPP	% of Candidates Passing
Pre K - 8						
2015-2016	8	240	244	No data	217-262	62.5 %
2016-2017	4	240	251	No data	227-265	75 %
2017-2018	7	240	246	---	235-258	85.7%
6 - 12						
2015-2016	3	240	259	No data	254-265	100 %
2016-2017	6	240	264	No data	252-273	100 %
2017-2018	6	240	265	---	243-280	100%

Exam / Year	# of Cand.	Cum. Score	SUB - AREAS					
Pre K - 8	n=	Mean Score	Learners / Learning	Instruct. Practice	Professional Environment	Const. Resp. Critical Anal.	Const. Resp. Student Inquiry	Const. Resp. Teacher Assign.
2015-2016	8	244	252	259	256	198	228	225
2016-2017	4	251	259	256	250	256	217	242
2017-2018	7	246	253	252	258	222	226	234

6 - 12	n=	Score	Learners / Learning	Instruct. Practice	Professional Environment	Const. Resp. Critical Anal.	Const. Resp. Student Inquiry	Const. Resp. Teacher Assign.
2015-2016	3	259	267	266	278	250	216	247
2016-2017	6	264	274	271	272	244	235	253
2017-2018	6	265	271	267	273	250	258	250

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**State Licensure Exams
Oklahoma Professional Teachers Exam (OPTE)**

Pre K - 8

Program / Academic Year	Number of Candidates	Qualifying Score	Mea	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Pre K-8							
2015-2016	6	240	253	253	83.3 %	88.5 %	80.9 %
2016-2017	5	240	251	251	80.00 %	90.9 %	83.00
2017-2018	7	240	246	235/258	85.7%		

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas
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Pre K-8	n=	Cum. Score	Learners & Learning	Instruct. Practice	Professional Environment	CS: Critical Analysis Module	CS: Student Integrity Module	CS: Teacher Assignment Module
2015-2016	6	253	259	269	265	209	232	231
2016-2017	5	251	257	254	250	260	226	245
2017-2018	6	246	253	252	258	222	226	234

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State Licensure Exams
Oklahoma Professional Teachers Exam (OPTE)

Grade 6 - 12

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Grade 6 - 12							
2015-2016	3	240	262	262	100 %	96.9 %	94.8 %
2016-2017	7	240	262	262	100 %	96.3 %	94.5 %
2017-2018	6	240	265	243/280	100%		

State Licensure Exams
by SUB-CATEGORIES

Academic Year	# of Candidates	Cum. Score	Sub areas					
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Grades 6 - 12	n=	Cum. Score	Learners & Learning	Instruct. Practice	Professional Environment	CS: Critical Analysis Module	CS: Student Integrity Module	CS: Teacher Assignment Module
2015-2016	3	262	269	267	283	238	236	247
2016-2017	7	262	275	264	275	241	236	249
2017-2018	6	265	271	267	273	250	258	250

OFFICE OF EDUCATOR PREPARATION

School of Education
Southern Nazarene University

Completers Satisfaction Survey

NOTE: All surveys return rate was 100%, all student teachers were required to fill out survey before they were dismissed from Seminar III. Data could not be disaggregated due to the survey being anonymous. Yellow highlights indicate average responses rate to be below 2.50, area of concern and/or greater investigation. Spring 2017 had the highest number of questions falling below 2.5 (10/29). Fall 2017 had zero (0) average responses falling below 2.5.

Rating Scale: Target = 3 pts. / Acceptable 2 pts. / Unacceptable 1 pt.

Survey Question	Spring 2017 (n= 26)	Fall 2017 (n=14)	Spring 2018 (n= 25)	Aggregate (n= 65)
1.) A conceptual understanding of the decision maker model.	2.50	2.64	2.84	2.66
2.) The development of education as a profession.	2.69	2.86	2.96	2.84
3.) The major contemporary problems in public education.	2.46	2.71	2.84	2.67
4.) The characteristics of effective teachers.	2.65	2.93	2.96	2.85
5.) The historical and philosophical development of education in the United States.	2.35	2.50	2.80	2.55
6.) The organization of public schools.	2.46	2.57	2.84	2.62
7.) Cultural pluralism as it relates to the public schools.	2.50	2.79	2.88	2.72
8.) Democratic principles, free public education, and equal education opportunity.	2.50	2.64	2.88	2.67
9.) Appropriate organization of instructional resources and materials for effective teaching.	2.60	2.93	2.88	2.80

10.) Sequencing learning activities and experiences both logically and psychologically.	2.46	2.71	2.80	2.66
11.) Student self-awareness and positive self-concepts.	2.69	2.71	2.88	2.76
12.) Strategies to utilize data in grouping students for learning activities.	2.58	2.50	2.84	2.64
13.) Objectives and purposes of education relating to pupils, parents, and other citizens.	2.50	2.79	2.76	2.68
14.) Administration and interpretation of assessment techniques (standardized test, sociometrics, etc.)	2.46	2.50	2.88	2.61
15.) Conceptualize and predict accurately the interaction of influencing variables on teaching and learning.	2.38	2.57	2.92	2.62
16. Design and use of teacher-made tests (diagnostic and achievement, etc.).	2.50	2.50	2.92	2.64
17.) The appropriate use of a variety of communication patterns within the classroom.	2.65	2.64	2.88	2.72
18.) Plan, implement, and evaluate appropriate educational goals and related experiences for students.	2.62	2.79	2.84	2.75
19.) The development of instructional goals and objectives appropriate to student needs and learning modes.	2.56	2.86	2.88	2.77
20.) School programs and the participatory role of the teacher in activities which contribute to student and faculty development.	2.54	2.79	2.88	2.74
21.) Interaction patterns and the ability to modify plans on the basis of feedback.	2.46	2.71	2.84	2.67

22.) Work effectively as a member of an educational team.	2.69	2.79	2.80	2.76
23.) Incorporation of reading techniques in content subjects.	2.42	2.71	2.80	2.64
24.) Effective interaction and communication with parents.	2.35	2.64	2.88	2.62
25.) The professional organizations in education.	2.50	2.57	2.88	2.65
26.) The requirements for accreditation, licensure, and certification.	2.62	2.79	2.84	2.75
27.) Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, paraprofessionals, and parents.	2.54	2.79	2.84	2.72
28.) Individual differences among students such as interests, values, cultural, and socio-economic background.	2.46	2.71	2.80	2.66
29.) Legal and ethical considerations of school personnel (including the rights and responsibilities of teachers, students, administrators, and staff).	2.58	2.64	2.92	2.71
Average Rating	2.53 SD=.096	2.70 SD=.124	2.86 SD = .049	2.70 SD=.070

Qualitative Comments (aggregated):

The only thing that I would recommend is having a bulleted list of requirements for each seminar during student teaching so that candidates know exactly what needs to be turned in every time. Other than that, I truly enjoyed this program and learned so much from every professor I had during my time at SNU.

Overall, I feel prepared to enter into my own classroom with confidence. However, the student teacher process (assignments, seminars, portfolio) often felt repetitive, confusing, and rushed. I would have appreciated more explanation and guidance on the exact expectations of the assignments regarding the portfolio.

The program is lacking in helping those in secondary education learn how to create lesson plans and use reading techniques early on in the program. There are also not many subject area related courses to education (i.e. math courses incorporating education techniques). Many of the early childhood/elementary undergrads know much more about what is expected of them

in the classroom than those in secondary when everyone arrives in Professional Decision Making. Also, some of the professors do not know much about technology or know how to use it correctly. It was extremely frustrating at times to have to do assignments and projects in which we might know more than the professor about that type of technology; it is also frustrating that many of the education professors refuse to use Moodle or other types of technology while teaching, when technology is such an integrated tool in the classroom these days. Finally, I believe the program needs more professors who have been in the public school classroom recently. Improving on these things will help the program tremendously. I would have loved to take a course specifically on classroom management. Tips and tricks could be shared from local teachers.

I have absolutely fallen in love with this school and I really feel like I have gained a lot of experience and a team of mentor teachers that I will be able to call on forever if I need them.

The SNU Education program does an incredible job of preparing its' teachers for the real world, which is why I chose SNU in the first place. I am grateful to have had the opportunity to be a part of this program for the last four years.

Add more emphasis on discipline in the classroom, giving many different ways to maintain a class. Maybe more scenarios so we have to think about it on our own. Also, I think it would be good to put us in front of students even more so that we can get more experience with being able to read students.

For students who are about to student teach, simulations and case studies would be helpful when talking about interactions between student-student, student-teacher, teacher-parent etc..

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Administrator Evaluation of First Year Teacher (OEQA)
2015-2016 / 2016-2017 / 2017-2018

This survey was created and distributed by the Office of Educational Quality and Accountability (OEQA). The survey information was returned to the OEQA and then distributed to the member EPP's. For the school years of 2015-16, 2016-17 a Likert scale was used as response criteria. The following criteria was represented by: Strongly Disagree, Disagree, Agree, Strongly Agree. The data recorded for 2017-18 is the percentage of responses that were Agree or Strongly Agree.

NOTE: This survey instrument was NOT created, administered or collected by the EPP.

Assessment	2015 - 2016 (n=1)	2016 - 2017 (n=3)	2017-2018 (n=12)
1. The teacher understands how learners grow and develop	6.00	4.33	75%
2. The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	5.00	4.66	83.3%
3. The teacher designs and implements developmentally appropriate and challenging learning experiences.	6.00	4.66	75%
4. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	6.00	4.33	66.6%
5. The teacher works with others to create environments that support individual and collaborative learning.	6.00	4.66	91.6%
6. The teacher encourages positive social interaction, active engagement in learning, and self motivation.	6.00	4.66	91%
7. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	5.00	4.00	83.3%
8. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	5.00	4.33	83.3%
9. The teacher understands how to connect concepts to each other and to authentic local and global issues.	5.00	4.00	83.3%
10. The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	5.00	4.00	83.3%
11. The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	6.00	4.33	83.3%

12. The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	6.00	4.33	83.3%
13. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	5.00	4.00	83.3%
14. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	5.00	4.00	83.3%
15. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	5.00	4.33	75%
16. The teacher integrates technology effectively and appropriately into instruction.	5.00	5.00	100%
17. The teacher uses technology to manage student and assessment data.			91.6%
17. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).	5.00	4.33	91.6%
18. The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	6.00	4.66	83.3%
19. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	6.00	4.33	83.3%
20. The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	6.00	4.00	83.3%
21. The teacher seeks appropriate leadership roles and opportunities to advance the profession.	6.00	4.00	83.3%
Overall Average Rating	5.52 SD =.512	4.31 SD =.296	84% SD = .070

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School of Education
Southern Nazarene University
OEQA First Year Teacher Self-Evaluation (OEQA)
2015 - 2016 / 2016 - 2017 / 2017-2018

This survey was created and distributed by the Office of Educational Quality and Accountability (OEQA). The survey information was returned to the OEQA and then distributed to the member universities. A six (6) point Likert scale was used as response criteria.

The sample size (n) was too small to calculate any statistical significance.

Questions	2015 - 2016 (n=2) 6 pt. scale	2016 - 2017 (n=2) 6 pt. scale	2017 - 2018 (n=2) 4 pt. scale
My educator preparation program prepared me to:			
1. understands how learners grow and develop.	5.50	5.00	2.50
2. recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	5.50	5.00	3.00
3. designs and implements developmentally appropriate and challenging learning experiences.	5.00	5.00	2.00
4. uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	5.50	5.50	2.00
5. works with others to create environments that support individual and collaborative learning.	5.50	5.50	3.00
6. encourages positive social interaction, active engagement in learning, and self motivation.	5.50	5.00	2.00
7. understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	5.00	5.50	3.50
8. creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	5.00	5.00	2.50
9. understands how to connect concepts to each other and to authentic local and global issues.	5.50	5.50	2.00
10. knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	5.50	5.50	2.00
11. understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	5.50	5.50	3.00
12. understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	5.50	5.50	3.00

13. plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	5.50	5.00	3.00
14. plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	5.50	5.50	2.00
15. understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	5.50	5.50	2.50
16. integrates technology effectively and appropriately into instruction.	5.50	5.00	2.50
17. engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).	5.50	5.50	2.00
18. engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	5.50	5.50	2.50
19. seeks appropriate leadership roles and opportunities to take responsibility for student learning.	5.50	5.50	2.50
20. seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	5.50	6.00	2.50
21. seeks appropriate leadership roles and opportunities to advance the profession.	-----	-----	2.50
Overall Average Rating:	5.70	5.35	2.50

The criteria for 15-16 and 16-17 survey is represented by the following:

Strongly Disagree	1 pt.
Disagree	2 pts.
Somewhat Disagree	3 pts.
Somewhat Agree	4 pts.
Agree	5 pts.
Strongly Agree	6 pts.

The criteria for 2017-18 survey is represented by the following:

Strongly Disagree	1 pt.
Disagree	2 pts.
Agree	3 pts.
Strongly Agree	4 pts.

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School of Education
Southern Nazarene University

**First Year Teacher Survey (OEQA)
2017 - 2018**

Question (n= 2 Teachers)	Strongly Disagree		Disagree		Agree		S. Agree	
understand how learners grow and develop.	0.00%	0	50.0%	1	50.0%	1	0.00%	0
recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	0.00%	0	0.00%	0	100%	2	0.00%	0
design and implements developmentally appropriate and challenging learning experiences.	50.0%	1	0.00%	0	50.0%	1	0.00%	0
use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	50.0%	1	0.00%	0	50.0%	1	00.0%	0
work with others to create environments that support individual and collaborative learning.	0.00%	0	0.00%	0	100%	2	00.0%	0
encourage positive social interaction, active engagement in learning, and self motivation.	50.0%	1	0.00%	0	50.0%	1	00.0%	0
understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	0.00%	0	0.00%	0	50.0%	1	50.0%	1
create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	0.00%	0	50.0%	1	50.0%	1	0.00%	0
understand how to connect concepts to each other and to authentic local and global issues.	0.00%	0	100%	2	00.0%	0	00.0%	0
know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	50%	1	0.00%	0	50.0%	1	00.0%	0

understand and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision making.	0.00%	0	0.00%	0	100%	2	00.0%	0
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understand and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making.	0.00%	0	0.00%	0	100%	2	00.0%	0
plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	0.00%	0	0.00%	0	100%	2	0.00%	0
plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.	0.50%	1	0.00%	0	50.0%	1	00.0%	0
understand and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	0.00%	0	50.0%	1	50.0%	1	00.0%	0
integrate technology effectively and appropriately into instruction.	0.00%	0	50.0%	1	50.0%	1	00.0%	0
Use technology to manage student and assessment data.	0.50%	1	0.00%	0	50.0%	1	00.0%	0
engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).	0.00%	0	50.0%	1	50.0%	1	00.0%	0
engage in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner.	0.00%	0	50.0%	1	50.0%	1	00.0%	0
seek appropriate leadership roles and opportunities to take responsibility for student learning.	0.00%	0	50.0%	1	50.0%	1	00.0%	0
seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	0.00%	0	50.0%	1	50.0%	1	00.0%	0

seek appropriate leadership roles and opportunities to advance the profession.	0.00%	0	0.00%	0	100%	2	0.00%	0
Overall, I felt I was well prepared.	0.00%	0	0.00%	0	100%	2	00.0%	0

OFFICE OF EDUCATOR PREPARATION

School of Education

Southern Nazarene University

Evaluation of First-Year Teachers by University Faculty

The "Residency Year" program was formally introduced by the State of Oklahoma in 1983-84. Funding for this program ended in 2009-10. The data collected for this program consisted of recommending the first year teacher for certification, recommending the teacher complete a second year of residency or if the second year of residency was unsuccessful the recommendation would be to deny certification.	
1983 - 2010	Data was collected and organized based solely on the recommendation of the Residency Year Committee for certification after the first year, after the second year or denial of certification. <u>Included in this section is the data compiled for the last three years of the Residency Year program.</u>
2011 - 2016	Following the elimination of the Residency Year program, the Office of Teacher Preparation at Southern Nazarene University began an informal mentoring program for their first year teachers. University professors were assigned 1-4 first year teachers to visit, support and encourage. Included in this section is an example of the feedback form used by the University professors. <u>This form was for feedback purposes alone, no data was collected.</u>

New Assessment: 2016-2017 was the first year to formalize criteria to evaluate graduates in their first year of teaching.

Criteria	2016-17 (n=9)	2017-18 (n= 9)
Teacher regularly assesses individual and groups of students to design and modify instruction to meet learners' needs. (INTASC 1)	2.44	2.44
Teacher understands that learners vary in their cognitive, linguistic, social, emotional, and physical needs and meets the needs of all learners. (INTASC 1)	2.56	2.56
Teacher creates developmentally appropriate instruction based on learners' individual strengths, interests, and needs. (INTASC 1)	2.70	2.67
Teacher collaborates with families, colleagues, and other professionals to promote learner growth and development. (INTASC 1)	2.40	2.33
Teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enables each learner to meet high standards. (INTASC 2)	2.67	2.63
Teacher creates learning environments and lessons that ensure that learners feel valued and learn to value each other. (INTASC 2)	2.60	2.56

Teacher collaborates with others to build safe, positive learning environment that encourages positive social interaction. (INTASC 3)	2.50	2.44
Teacher scaffolds self-directed and collaborative learning for all learners. (INTASC 3)	2.50	2.44
Teacher promotes responsible appropriate learner use of interactive technologies to extend the possibilities for learning locally and globally. (INTASC 3)	2.33	2.25
Teacher motivates learners by using strategies that assist learners to take ownership of his/her learning. (INTASC 3)	2.70	2.67
Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches. (INTASC 4)	2.60	2.56
Teacher engages learners in experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (INTASC 4)	2.50	2.43
Teacher develops and implements projects that guide learners in analyzing the complexities for an issue. (INTASC 5)	2.60	2.56
Teacher engages learners in evaluating novel approaches, seeking inventive solutions to authentic local and global problems, and developing original work. (INTASC 5)	2.38	2.29
Teacher engages all learners in appropriate use of technologies for research of content areas for sharing information locally and globally. (INTASC 5)	2.56	2.50
Teacher balances use of formative and summative assessments as appropriate to support, verify, and document learning. (INTASC 6)	2.50	2.44
Teacher designs assessments that match learning objectives and minimizes sources of bias that can distort results. (INTASC 6)	2.56	2.50
Teacher works independently and collaboratively to examine test and performance data. (INTASC 6)	2.40	2.33
Teacher continually seeks appropriate ways to employ technology to support assessment practice. (INTASC 6)	2.56	2.55

2.56	2.60	Teacher individually and collaboratively selects and creates appropriate learning experiences for all learners. (INTASC 7)
2.56	2.60	Teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skills. (INTASC 7)
2.50	2.56	Teacher plans for instruction based on formative and summative assessment data. (INTASC 7)
2.44	2.50	Teacher plans with professionals who have specialized expertise to design and jointly deliver learning experiences for all learners. (INTASC 7)
2.33	2.40	Teacher plans in relation to short- and long-range goals, and systematically adjusts plans when necessary. (INTASC 7)
2.38	2.44	Teacher uses appropriate strategies and resources to adapt instruction to meet the needs of all learners, including English learners. (INTASC 8)
2.56	2.60	Teacher engages learners in assessing their progress and adjusts instruction in response to learner's needs. (INTASC 8)
2.44	2.50	Teacher varies his/her roles (instructor, facilitator, coach, audience) in purpose of instruction and learners' needs. (INTASC 8)
2.56	2.60	Teacher asks questions to stimulate discussion for the purpose of stimulating curiosity, seeking different perspective, and helping students to question ideas and perspectives. (INTASC 8)
2.56	2.60	Teacher engages in ongoing professional learning to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences. (INTASC 9)
2.50	2.56	Teacher collaborates with colleagues for systemic observations, sharing information about learners, and to share research. (INTASC 9)
2.50	2.56	Teacher seeks professional, community, and technological resources for the purpose of providing engaging learning experiences for all learners. (INTASC 9)
2.25	2.33	Teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media. (INTASC 9)

Teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning. (INTASC 10)	2.67	2.63
Teacher engages collaboratively in school-wide effort to build a shared vision and supportive culture. (INTASC 10)	2.56	2.50
Teacher uses technology and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (INTASC 10)	2.50	2.43
Overall Ave. Rating	2.46 SD =.097	2.48 SD = .109

LE: Target = 2.50 - 3.00
 Acceptable = 2.00 - 2.49
 Unacceptable = 0.00 - 1.99

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

First/Third/Fifth Year Alumni Survey Results

***(Survey data compiled in October following the previous completed school year)**

SURVEY QUESTIONS	Oct.* 2016 2015-16 (n=19) Response Rate 31.4%	Oct.* 2017 2016-17 (n=10) Response Rate 22.4%	Oct.*2018 2017-18
1.The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me to understand the diverse cognitive, social, physical, linguistic, and emotional development of diverse learners in my classroom and has helped me to understand how I can provide appropriate instructional activities for ALL learners in my classroom. (InTASC 1)	4.21	3.80	
2. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of the content area that I teach and to build skills to apply knowledge for ALL learners in my classroom. (InTASC 8)	4.11	4.10	
3. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me to understand the diverse cultures represented in the community in which I teach and those represented by ALL learners in my classroom. (InTASC 2)	3.63	3.70	
4. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me possess the ability to integrate subject areas and to use differing perspectives to engage ALL learners in my classroom in critical, creative thinking so that they have the ability to solve authentic local and global issues. (InTASC 5)	4.00	3.90	
5. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me plan for instruction that draws upon content knowledge, state curriculum, and cross-disciplinary skills and pedagogy. It has also prepared me with the knowledge to understand learners and their community so that I can support learning for ALL learners in my classroom. (InTASC 7)	4.21	3.90	
6.The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me gain the content knowledge in my subject area so that I can create learning experiences to ensure that ALL learners in my classroom attain mastery of concepts in the subject(s) that I teach. (InTASC 4)	4.42	3.80	
7. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me integrate technology into the learning environment for instruction, communication, and assessment for ALL learners in my classroom. (InTASC 6)	3.74	3.40	

8. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has helped me integrate technology into the learning environment for instruction, communication, and assessment for ALL learners in my classroom. (InTASC 6)	3.63	3.50	
9. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has assisted me in understanding and utilizing multiple methods of assessment so that I can ascertain progress in the learning process of ALL learners in my classroom. (InTASC 6)	4.47	4.00	
10. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has encouraged me to pursue ongoing professional development and self-evaluation. As a result of this ongoing reflective and professional development process, I am able to adapt my practices to meet the needs of ALL learners in my classroom. (InTASC 9)	4.47	4.20	
11. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has encouraged me to seek appropriate leadership roles and opportunities to collaborate with my teaching colleagues and with the families representing ALL learners in my classroom, so that personal professional growth and the overall advancement of the teaching profession continues to progress. (InTASC 10)	4.47	4.20	
12. The instruction I received in the SNU Educator Preparation Program (Teacher Education) has encouraged me to maintain professionalism through the following: 1) demeanor-collegiality (cooperation, teamwork), 2) scholarship (continuing to pursue learning about my craft), 3) connection to professional organizations (actively participating in groups that support the teaching profession), and 4) collaboration with colleagues and families (working together with individuals and groups that support the overall learning process, as well as ALL learners in my classroom). (InTASC 9)	4.42	4.40	
13. The instruction I received at Southern Nazarene University and in the Educator Preparation Program has equipped me with effective written and verbal communication skills necessary to effectively engage and communicate with ALL learners in my classroom, as well as with families, colleagues and leadership with whom I interact in my professional roles and responsibilities. (SNU Standard).	4.47	4.50	
14. The instruction I received at Southern Nazarene University and in the Educator Preparation Program has strengthened my ability to make professional decisions within my teaching experience based on Christian principles, thus impacting my ability to be a positive role model for ALL learners in my classroom. (SNU Standard).	4.63	4.40	
Overall Average Rating	4.21 SD =.338	3.98 SD =.335	

Analysis: The data indicated that survey questions #7 & #8 are weak areas for further research and an area for EPP growth. The data also indicated that #12, #13, and #14 appears to be areas of EPP strength.

Rating Scale: First/Third/Fifth year alumni survey used a five (5) point Likert scale: 1 = Strongly disagree with the statement and 5 = Strongly agree with the statement.

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Action Research Project
First Year Teacher - Teacher Work Sample (TWS)
Spring 2018

Criteria / INTASC Standard	2nd Grade Math	3rd Grade Math	4th Grade Math	Ave.
1.) Context of School (InTASC 2)	2.67	3.00	3.00	2.89
2.) Context of Classroom (InTASC 2)	3.00	2.67	2.67	2.78
3.) Goals of Unit (InTASC 1)	3.00	2.33	2.33	2.55
4.) Alignment of OAS with Unit Goals (InTASC 1)	3.00	2.33	2.33	2.55
5.) Accommodations/Modifications (InTASC 1)	2.33	3.00	2.33	2.55
6.) Content Knowledge (InTASC 4)	2.67	3.00	3.00	2.89
7.) Instructional Strategies (InTASC 7)	2.67	3.00	2.00	2.56
8.) Lesson Plans (InTASC 7)	2.67	3.00	2.67	2.78
9.) Use of Technology (InTASC 6)	2.67	2.33	2.00	2.33
10.) Student Use of Technology (InTASC 8)	2.00	2.33	2.67	2.33
11.) Pre-Test/Post-Test (InTASC 6)	2.33	2.67	2.33	2.44
12.) Learning Gains (InTASC 6)	3.00	2.50	2.33	2.61
13.) Analysis of Unit Goals (InTASC 6)	3.00	2.33	3.00	2.78
14.) Analysis of Lesson Goals (InTASC 6)	3.00	3.00	3.00	3.00
15.) SNU Reflection Form (InTASC 9)	3.00	2.33	3.00	2.78
Overall Ave. Rating	2.73 SD = .314	2.65 SD = .313	2.58 SD = .368	2.66 SD = .204

Scoring: Target = 3 pts.
Acceptable = 2 pts.
Unacceptable = 1 pt.

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

**Student Learning Gains - Impact on PK-12 learning
Action Research Project
First Year Teacher - Teacher Work Sample (TWS)
Fall 2017 / Spring 2018**

Action Research Project - Student Learning Gains: Impact on PK-12 learning - Teacher Work Sample (TWS)									
	Fall 2017					Spring 2018			Ave. Learning Gain
	2nd Grade	3rd Grade	4th Grade	7th Grade	11 Grade	2nd Grade	3rd Grade	4th Grade	
Learning Gains	.189	.654	.375	.956	-0.06	.29	.542	.278	.403
Gender:									
Female	12	12	12	9	7	12	9	12	
Male	13	11	12	9	13	13	14	9	
Race:									
Hispanic	16	2	3	1	5	13	9	3	
African American	6	1	18	2	6	8	3	5	
White	2	14	2	12	8	3	6	9	
Mix		3							
Native American	1	2	1	2	1	1	1	2	
Moroccan									
Pacific Islander								2	
Asian		1		1			4		

OFFICE OF EDUCATOR PREPARATION

School of Education

Southern Nazarene University

Action Research Project

First Year Teacher - Teacher Work Sample (TWS)

Fall 2017 Second(2) Grade Math

Criteria / INTASC Standard	University Professor	University Professor	Outside Educator	Average Rating Per Criteria
1.) Context of School (InTASC 2)	3	3	3	3.00
2.) Context of Classroom (InTASC 2)	3	3	3	3.00
3.) Goals of Unit (InTASC 1)	3	3	3	3.00
4.) Alignment of OAS with Unit Goals (InTASC 1)	3	3	3	3.00
5.) Accommodations/Modifications (InTASC 1)	3	3	2	2.67
6.) Content Knowledge (InTASC 4)	3	3	3	3.00
7.) Instructional Strategies (InTASC 7)	3	3	3	3.00
8.) Lesson Plans (InTASC 7)	3	3	3	3.00
9.) Use of Technology (InTASC 6)	3	3	3	3.00
10.) Student Use of Technology (InTASC 8)	3	3	2	2.67
11.) Pre-Test/Post-Test (InTASC 6)	3	3	3	3.00
12.) Learning Gains (InTASC 6)	2	3	3	2.67
13.) Analysis of Unit Goals (InTASC 6)	3	3	3	3.00
14.) Analysis of Lesson Goals (InTASC 6)	3	3	3	3.00
15.) SNU Reflection Form (InTASC 9)	3	3	3	3.00
Overall Ave. Rating	2.93 SD =.258	3.00 SD =.000	2.87 SD =.352	2.93 SD =.137

Scoring: Target = 3 pts.

Acceptable = 2 pts.

Unacceptable = 1 pt.

OFFICE OF EDUCATOR PREPARATION

School of Education

Southern Nazarene University

Action Research Project

First Year Teacher - Teacher Work Sample (TWS)

Fall 2017 Fourth(4) Grade Math

Criteria / INTASC Standard	University Professor	University Professor	Outside Educator	Average Rating Per Criteria
1.) Context of School (InTASC 2)	3	3	3	3.00
2.) Context of Classroom (InTASC 2)	3	3	2	2.67
3.) Goals of Unit (InTASC 1)	2	2	2	2.00
4.) Alignment of OAS with Unit Goals (InTASC 1)	2	2	2	2.00
5.) Accommodations/Modifications (InTASC 1)	3	2	2	2.33
6.) Content Knowledge (InTASC 4)	3	3	3	3.00
7.) Instructional Strategies (InTASC 7)	3	2	2	2.33
8.) Lesson Plans (InTASC 7)	3	3	3	3.00
9.) Use of Technology (InTASC 6)	3	1	1	1.67
10.) Student Use of Technology (InTASC 8)	3	3	3	3.00
11.) Pre-Test/Post-Test (InTASC 6)	3	3	2	2.67
12.) Learning Gains (InTASC 6)	2	3	2	2.33
13.) Analysis of Unit Goals (InTASC 6)	3	3	3	3.00
14.) Analysis of Lesson Goals (InTASC 6)	3	3	3	3.00
15.) SNU Reflection Form (InTASC 9)	1	1	1	1.00
Overall Ave. Rating	2.467 SD =.617	2.267 SD =.743	2.267 SD =.704	2.33 SD =.602

Scoring: Target = 3 pts.

Acceptable = 2 pts.

Unacceptable = 1 pt.

OFFICE OF EDUCATOR PREPARATION

School of Education

Southern Nazarene University

Action Research Project

First Year Teacher - Teacher Work Sample (TWS)

Fall 2017 Eleventh(11) Grade History

Criteria / INTASC Standard	University Professor	University Professor	Outside Educator	Average Rating Per Criteria
1.) Context of School (InTASC 2)	3	3	3	3.000
2.) Context of Classroom (InTASC 2)	3	3	3	3.000
3.) Goals of Unit (InTASC 1)	2	2	2	2.000
4.) Alignment of OAS with Unit Goals (InTASC 1)	3	2	2	2.333
5.) Accommodations/Modifications (InTASC 1)	3	3	3	3.000
6.) Content Knowledge (InTASC 4)	3	3	3	3.000
7.) Instructional Strategies (InTASC 7)	3	3	3	3.000
8.) Lesson Plans (InTASC 7)	3	3	3	3.000
9.) Use of Technology (InTASC 6)	3	3	2	2.667
10.) Student Use of Technology (InTASC 8)	3	2	2	2.333
11.) Pre-Test/Post-Test (InTASC 6)	3	3	3	3.000
12.) Learning Gains (InTASC 6)	2	3	3	2.667
13.) Analysis of Unit Goals (InTASC 6)	3	3	3	3.000
14.) Analysis of Lesson Goals (InTASC 6)	3	3	3	3.000
15.) SNU Reflection Form (InTASC 9)	3	3	3	3.000
Overall Ave. Rating	2.867 SD =.352	2.800 SD =.414	2.733 SD =.458	2.800 SD =.329

Scoring: Target = 3 pts.

Acceptable = 2 pts.

Unacceptable = 1 pt.

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

Teacher and Leadership Effectiveness (TLE)
Teacher Evaluation
MARZANO MODEL

The State of Oklahoma has chosen two models to evaluate teachers, the Tulsa Model and the Marzano Model. Each school district has the choice between the two models. The data gathered has been made available to the EPP that the teacher being evaluated graduated from. This evaluation instrument is NOT an EPP created assessment. The following data is comprised of graduates from Southern Nazarene University.

The Marzano Model uses a **5 point scale** (5=Superior, 4=Highly Effective, 3=Effective, 2=Needs Improvement, 1=Ineffective). Oklahoma is currently using the four (4) Domains and sixty (60) Indicators version of Marzano Teacher.

Validity and reliability were established by the OSDE/Company representing the sponsoring model.

DOMAINS	2016-2017		2017 - 2018		Composite
	Elementary (n=6)	Secondary (n=6)	Elementary (n=11)	Secondary (n=11)	Ave. Score (n=34)
CLASSROOM STRATEGIES AND BEHAVIORS	4.00	3.67	4.09	3.91	3.92
PLANNING AND PREPARING	4.00	3.80	3.27	3.34	3.60
REFLECTING ON TEACHING	4.00	3.50	4.00	3.78	3.82
COLLEGIALITY AND PROFESSIONALISM	4.17	4.17	4.17	4.09	4.15
Domain Average Scores	4.04 SD = .085	3.78 SD = .284	3.88 SD = .414	3.78 SD = .320	3.87 SD = .227
Indicators	Elementary (n=1-6)	Secondary (n=1-6)	Elementary (n=1-13)	Secondary (n=1-12)	Avg. Score (n=1 thru n=12)
Providing Rigorous Learning Goals and Performance Scales (Rubrics)	3.67	3.67	3.50	3.48	3.58
Tracking Student Progress	3.00	4.50	3.83	3.62	3.74
Celebrating Success	4.00	No Data	4.00	4.00	4.00
Establishing Classroom Routines	3.67	4.33	4.08	4.11	4.05
Organizing Physical Layout of the Classroom	3.88	4.00	4.06	4.06	4.00

Identifying Critical Content	3.75	3.80	3.83	3.77	3.79
Organizing Students to Interact with New Content	No Data	No Data	4.00	3.86	3.93
Previewing New Content	No Data	4.00	4.00	4.00	4.00
Grouping Content into Usable "bites"	3.63	4.00	4.05	3.93	3.90
Helping Students Process New Content	3.63	4.50	4.50	3.98	4.15
Helping Students Elaborate on New Content	3.50	4.00	4.00	3.75	3.81
Helping Students Record and Represent Knowledge	3.67	3.83	4.00	3.75	3.81
Helping Students Reflect on Learning	3.00	4.00	4.00	3.80	3.70
Reviewing Content	3.75	4.00	4.17	3.88	3.95
Organizing Students to Practice and Deepen Knowledge	3.25	4.00	4.00	3.75	3.75
Using Homework	No Data	No Data	No Data	3.60	3.60
Helping Students Examine Similarities and Differences	4.00	4.00	4.00	3.86	3.97
Helping Students Examine Their Reasoning	4.00	4.00	4.00	3.86	3.97
Helping Students Practice Skills, Strategies, and Processes	4.33	4.00	4.14	4.11	4.15
Helping Students Revise Knowledge	3.50	No Data	No Data	3.75	3.63
Organizing Students for Cognitively Complex Tasks	No Data	No Data	No Data	4.00	4.00
Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	No Data	4.00	4.00	3.83	3.94
Providing Resources and Guidance for Cognitively Complex Tasks	No Data	No Data	No Data	4.00	4.00
Noticing When Students are Not Engaged	3.75	4.13	3.78	3.88	3.89
Using Academic Games	4.00	4.00	4.50	4.25	4.19

Managing Response Rates	3.58	No Data	3.87	3.69	3.71
Using Physical Movement	4.00	4.00	4.00	4.00	4.00
Maintaining a Lively Pace	3.67	3.50	3.80	3.78	3.69
Demonstrating Intensity and Enthusiasm	4.50	4.50	4.40	4.27	4.42
Using Friendly Controversy	No Data	No Data	No Data	No Data	No Data
Providing Opportunities for Students to Talk about Themselves	4.17	5.00	4.25	4.38	4.45
Presenting Unusual or Intriguing Information	No Data	No Data	No Data	No Data	No Data
Demonstrating Withitness	3.28	4.17	4.33	4.18	3.99
Applying Consequences for Lack of Adherence to Rules and Procedures	3.33	4.00	3.50	3.64	3.62
Acknowledging Adherence to Rules and Procedures	4.00	4.33	4.00	4.20	4.13
Understanding Students? Interests and Backgrounds	4.22	4.33	4.00	4.00	4.14
Using Verbal and Nonverbal Behaviors that Indicate Affection for Students			4.58	4.51	4.55
Displaying Objectivity and Control	4.17	4.00	4.21	4.17	4.14
Demonstrating Value and Respect for Low Expectancy Students	4.00	4.00	4.00	4.13	4.03
Asking Questions of Low Expectancy Students	4.00	4.00	4.00	4.00	4.00
Probing Incorrect Answers with Low Expectancy Students	4.00	No Data	4.00	4.00	4.00
Effective Scaffolding of Information within Lessons	4.00	4.00	4.00	4.00	4.00
Lessons within Units	3.50	4.00	4.00	3.85	3.84
Attention to Established Content Standards	3.50	4.08	3.89	3.97	3.86
Use of Available Traditional Resources	3.67	4.00	4.00	3.89	3.89

Use of Available Technology	3.50	4.00	4.17	3.93	3.90
Needs of English Language Learners	4.00	No Data	4.00	No Data	4.00
Needs of Special Education Students	4.00	No Data	4.00	4.00	4.00
Needs of Students Who Lack Support for Schooling	No Data	4.00	4.13	4.23	4.12
Identifying Areas of Pedagogical Strength and Weakness	3.75	4.00	4.00	3.92	3.92
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	No Data	4.00	4.00	4.00	4.00
Developing a Written Growth and Development Plan	No Data	4.00	4.00	No Data	4.00
Monitoring Progress Relative to the Professional Growth and Development Plan	No Data	4.00	4.00	No Data	4.00
Promoting Positive Interactions with Colleagues	4.20	4.20	4.40	4.24	4.26
Promoting Positive Interactions about Students and Parents	3.75	4.33	4.17	4.12	4.09
Seeking Mentorship for Areas of Need or Interest	3.50	4.00	4.00	3.83	3.83
Mentoring Other Teachers and Sharing Ideas and Strategies	No Data	5.00	4.50	5.00	4.83
Adhering to District and School Rules and Procedures	4.00	4.50	4.17	4.18	4.21
Participating in District and School Initiatives	4.13	5.00	4.33	4.28	4.44
Overall Evaluation Score	3.79 SD .331	4.12 SD .307	4.06 SD = .214	3.99 SD = .250	3.86 SD = .764

OFFICE OF EDUCATOR PREPARATION

School of Education

Southern Nazarene University

Teacher and Leadership Effectiveness (TLE)

Teacher Evaluation Period: 2016 - 2017

TULSA MODEL

The State of Oklahoma has chosen two models to evaluate teachers, the Tulsa Model and the Marzano Model. Each school district has the choice between the two models. The data gathered has been made available to the Teacher Preparation offices that the teacher being evaluated graduated from. The following data is comprised of graduates from Southern Nazarene University. There are five (5) areas that the EPP has identified as focus areas for 2016-17: Preparation, Lesson Plans, Assessment, Literacy and Closure.

The Tulsa Model uses a **5 point scale** (5=Superior, 4=Highly Effective, 3=Effective, 2=Needs Improvement, 1=Ineffective). There are five (5) Domains and twenty (20) Indicators.

Validity and reliability was established by the OSDE / Company representing the sponsoring model.

The criteria that is highlighted have been identified by the EPP as areas to improve.

	2016 - 2017		2017 - 2018		
DOMAIN / Indicator	Elementary (N=4)	Secondary (n=9)	Elementary (N=13)	Secondary (n=26)	Ave. Score (n=39)
CLASSROOM MANAGEMENT	3.63	3.57	3.56	3.73	3.62
Preparation	3.25	3.44	3.55	3.70	3.49
Discipline	4.50	3.56	3.73	3.89	3.92
Climate	3.50	3.67	3.55	3.74	3.62
Lesson Plan	3.33	3.44	3.55	3.59	3.48
Assessment	3.25	3.44	3.27	3.49	3.36
Student Relations	4.00	3.78	3.73	3.96	3.87
INSTRUCTIONAL EFFECTIVENESS	3.55	3.53	3.53	3.65	3.57
Literacy	3.00	3.38	3.40	3.43	3.30
Standards	3.50	3.38	3.30	3.48	3.42
Involves Learners	3.75	3.63	3.50	3.74	3.66
Explains Content	4.00	3.75	3.60	3.78	3.78
Directions	3.75	3.38	3.70	3.76	3.65
Models	4.00	3.50	3.60	3.81	3.73

Monitors	3.50	3.63	3.50	3.71	3.59
Adjusts	3.25	3.50	3.30	3.54	3.40
Closure	3.25	3.13	3.30	3.39	3.27
Student Achievement	3.33	3.50	3.60	3.58	3.50
Professional Growth and Continuous Improvement			3.70	3.78	3.74
Professional Development	3.75	3.50	3.60	3.65	3.63
Professional Accountability	4.00	3.50	3.80	3.85	3.79
Effective Interpersonal Skills	4.00	3.78	3.80	3.85	3.86
Professional Involvement & Leadership	3.67	3.78	3.60	3.81	3.72
Overall Evaluation Score	3.61 SD = .346	3.57 SD = .160	3.48 SD = .157	3.63 SD = .152	3.58 SD = .183

OFFICE OF EDUCATOR PREPARATION
School of Education
Southern Nazarene University

InTASC Standards alignment with EPP Rubrics

InTASC Standard	ST TWS	ST PART A	ST Disposit.	Portfolio				ST Video	1st yr. Teacher	Concep. Frame.	ST Diversit y	ST Part A Univ./ Coop./ ST	1 / 3 / 5	Part A ST Self	Interview	1st yr TWS
				#1	#2	#3	#4									
InTASC #1	X	X	X	X	X	X			X	X		X	X	X	X	X
InTASC #2	X	X	X	X	X	X		X	X	X	X	X	X	X	X	
InTASC #3		X	X	X		X	X	X	X	X	X	X	X	X		
InTASC #4	X	X	X	X	X	X	X		X	X		X	X	X	X	X
InTASC #5		X	X	X	X	X	X		X	X		X	X	X		X
InTASC #6	X	X	X		X	X	X		X	X		X	X	X		
InTASC #7	X	X	X		X	X	X	X	X	X		X	X	X	X	X
InTASC #8	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
InTASC #9	X	X	X	X	X	X	X		X	X		X	X	X		X
InTASC #10		X	X	X					X	X		X	X	X		

(HONORS/RECOGNITIONS)

Honors acquired
1. Director of Western Oaks Middle School Dance Team
2. Na
3. Oakridge Teacher of the Year 2014, OAPHERD Teacher of the Year nominee 2016, 2017 and 2018
4. N/A
5. NA
6. Science Department Chairperson
7. None at this time
8. Have taught adjunct college courses after 1 year of middle school teaching. Currently working in University Student Housing at New Mexico St. University.
9. N/A
10. Title I Tech Cohort Jeffco Public Schools; Karl Friedman Grant
11. English Department Head
12. Team Leader
13. N/A
14. Kappa Delta Pi, Sigma Alpha Pi, Mortar Board, Magna Cum Laude
15. None
16. Team leader, department chair, MDC training teacher, National young life teacher selection
17. N/a
18. Picked to be on a technology in the classroom teacher task force.
19. Team leader, Teacher Leadership Team, Teacher of the Year Finalist.
20. Partnered with SNU for a first year teacher research project.
21. Organize Houston ISD All City clinic and concert
22. 5th grade co- Science representative
23. None as this is my first year to teach.
24. Teacher of the year nominations; \$500 from a local bank to use in my classroom
25. Sigma Alpha Pi
26. No teaching distinctions are awarded at our school.
27. Bethany Elementary Teacher of the Year, 5th Grade Lead Teacher, Bethany Elementary,
28. Site based instructional technology specialist and Moving Through Math pilot program teacher
29. Teacher of the Year Bokoshe Public Schools 2011-2012
30. Oklahoma Administrator of the Year, District 5C, 1991; Tulsa County Reading Council "Principal of the Year" - 1989-90; Nominated for "Executive Educator 100" Award for Excellence in School Leadership; Research Associate - Oklahoma Public Schools Research Council, 1990.
31. N/A
32. None

33. PC Super Star Teacher
34. NA
35. Retail assistant manager.
36. District Wide Special Education Teacher Mentor Marshall ISD -2016-2017 David Crockett Elementary Teacher of the Year
37. 2016 Teacher of the Year, Math Department Chair, Leadership Team
38. National Junior Honor Society Sponser, Golf Coach, Youth and Government Sponser
39. None as of now
40. Nothing
41. -
42. Football/track/basketball coach.
43. Houston ISD All City Band Clinic Coordinator; Houston ISD Middle School Solo and Ensemble Host
44. None
45. NA
46. Teacher of the year top 9 finalist, currently serving on leadership team at school.
47. Team Leader
48. N/A
49. N/A
50. -
51. Oklahoma City second grade teaching team leader Mentor for three new teachers
52. 6th grade Football coach
53. N/A - will be math lead 2018-2019

OFFICE OF EDUCATOR PREPARATION

School of Education

Southern Nazarene University

State Licensure Exams
Oklahoma General Education Exam (OGET)

Certificate Area	2015-2016	2016-2017	2017-2018	Qualifying Score	Mean	Overall Passing %
Early Childhood	4	7	3	240	240 or <	100%
Elementary	12	15	9	240	240 or <	100%
Math	2	0		240	240 or <	100%
Social Studies	3	5	3	240	240 or <	100%
Physical Educ.	1	5	3	240	240 or <	100%
Instrumental Music	2	0	1	240	240 or <	100%
Vocal Music	1	2	3	240	240 or <	100%
Total	28	34	22	240	240 or <	100 %

MASTER OF ART IN EDUCATIONAL LEADERSHIP
Southern Nazarene University

State Licensure Exams
Oklahoma Subject Area Test (OSAT)

Superintendent

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Superintendent							
2015-2016	6	240	229	191-253	17%		
2016-2017	8	240	236	191-246	25%	54.5%	40.4%
2017-2018	19	240	232	212-251	26.3%	30.8%	39.7%

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas					
Social Studies Education	n=	Cum. Score	Visionary Leadership & Culture of Learning	Instructional Leadership & Professional Dev.	Strategic Leadership	Organizational Operational Resource Management	Edu. Contexts Stakeholder Rel. Legal Guidelines	Organizational Management
2015-2016	6	229	240	235	197	261	260	164
2016-2017	8	236	254	245	138	264	258	156
2017-2018	19	232	252	250	186	262	250	181

MASTER OF ART IN EDUCATIONAL LEADERSHIP
Southern Nazarene University

State Licensure Exams
Oklahoma Subject Area Test (OSAT)
Elementary Administration

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Elementary Administration							
2015-2016	31	240	240	207-258	68%		
2016-2017	16	240	245	209-257	87.5%	70.9%	66.7%
2017-2018	56	240	240	214-272	53.6%	69.3%	67.9%

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas					
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Social Studies Education	n=	Mean Cum. Score	Visionary Leadership & Culture of Learning	Instructional Leadership & Professional Dev.	Organizational Operational Resource Management	Edu. Contexts Stakeholder Rel. Legal Guidelines	Educational Leadership Assignment #1	Educational Leadership Assignment #2
2015-2016	31	240	252	254	232	239	229	229
2016-2017	16	245	246	243	227	251	223	239
2017-2018	56	239	239	227	235	262	233	238

MASTER OF ART IN EDUCATIONAL LEADERSHIP
Southern Nazarene University

State Licensure Exams
Oklahoma Subject Area Test (OSAT)

Secondary Administration

Program / Academic Year	Number of Candidates	Qualifying Score	Mean	Range EPP	% of EPP Passing	Oklahoma: Program % Passing	Oklahoma: Non-Program % Passing
Secondary Administration							
2015-2016	36	240	239	206-259	53%		
2016-2017	22	240	241	205-263	68.2%	65.3%	54.4%
2017-2018	65	240	240	208-270	55.4%	64%	62.8%

**State Licensure Exams
by SUB-CATEGORIES**

Academic Year	# of Candidates	Cum. Score	Sub areas					
Social Studies Education	n=	Cum. Score	Visionary Leadership & Culture of Learning	Instructional Leadership & Professional Dev.	Organizational Operational Resource Management	Edu. Contexts Stakeholder Rel. Legal Guidelines	Educational Leadership Assignment #1	Educational Leadership Assignment #2
2015-2016	36	239	241	239	257	270	200	212
2016-2017	22	241	249	240	243	266	202	216
2017-2018	65	240	249	243	237	270	206	225

Oklahoma General Education Test (OGET)

